

# The Growing Patch Nursery

Brownhill Baptist Church, 292 Brownhill Road, Catford, London, SE6 1AU

## Inspection date

09/07/2014

Previous inspection date

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

- Children are happy and busy as they access their bright and stimulating learning environment. They demonstrate that they are becoming confident and active learners.
- The quality of teaching is good. The educational programme provides interesting and challenging experiences. Staff acknowledge the uniqueness and individual needs of every child and fully support them in making good progress in their learning and development.
- The leadership and management team form strong relationships with parents and external agencies to ensure that they meet the individual needs of the children.

### It is not yet outstanding because

- The manager does not fully involve parents and children in the self-evaluation process to improve further the quality of provision.

## **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 and parents.
- 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 held discussions with the manager.

## **Inspector**

Nadia Mahabir

## Full report

### Information about the setting

The Growing Patch Nursery registered in 2014. It operates from a community hall in a church building in Catford, London borough of Lewisham. Children have access to a large hall and there is an enclosed outside play area for children. The nursery is registered on the Early Years Register and there are currently two children on roll in the early years age group. The nursery is open each weekday from 8.45am to 3.30pm term time only. Children are able to attend for a variety of sessions. The setting receives funding for the provision of free early years education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. A total of two staff work directly with the children. All staff hold relevant qualifications at level 3 or higher.

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

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

- strengthen the self-evaluation process to identify further areas for development by engaging parents and children in this process.

## Inspection judgements

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

Children are happy in this inclusive, warm and welcoming nursery and throughout the building there is a sense of belonging, security and happiness. Children are highly motivated and show great enthusiasm as they play and learn as staff provide a well-resourced indoor environment, which they organise effectively. They do this by creating an environment where children may easily choose from a good range of toys and equipment that meet their developmental needs. Staff motivate and involve children through skilful questioning and conversation. This helps to promote children's thinking. Staff encourage children to make predications and to solve problems for themselves. Staff include all children in every activity because care is taken to support their individual learning needs well. For example, staff use signing and visual clues to promote children's communication skills and understanding. As a result, children make good progress in their learning and development.

Children enjoy leading their own play and take part in activities, which are guided by adults. For example, children maintain focus for sustained periods of time when they use construction blocks to build a tower with staff. Staff extend children's learning by introducing simple mathematical concepts as they encourage younger children to talk about the shape and size of the blocks they are using. Through a variety of role-play experiences children are able to use their imagination as they initiate familiar routines,

such as pretend cooking and dressing-up in the home corner. Children eagerly play together during their imaginary play because staff stimulate and support children through their focused levels of interaction. For example, staff motivate children to take part in making a cafe. Staff position all the different foods in the pretend caf and encourage children to use the till for exchanging money. Staff sing spontaneously throughout many activities to encourage and develop children's sense of rhythm and increase their vocabulary. Staff recognise clearly the early learning needs for younger, newly attending children. Staff listen to what children say and do, ensuring they feel valued and boosting their self-esteem and confidence. Staff support children's interest in reading for pleasure and purpose as children snuggle up to staff eagerly to share books with them. This helps to promote children's early literacy skills.

Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. Effective planning based on children's interests sets clear goals for each individual child across all seven areas of learning. Key persons use their observations of individual children successfully to plan activities and these focus on specific children on a rota basis each week. In this way, staff organise activities for aspects of learning linked with each child's next steps in development. These activities are often in response to children's play ideas. Staff support children who have special educational needs and/or disabilities well. Staff work very closely with children's parents to identify and manage any specific needs. Staff are proactive by ensuring they receive additional support from other professionals when required. Staff talk to the parents on a regular basis when they drop off and collect their children. They discuss the activities their children enjoy and share the progress children are making with regard to their learning. This means parents are aware of what their children have been doing.

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

The key-person system is well embedded. The staff place strong emphasis on building relationships with children and their families from the outset. They arrange flexible settling-in sessions to meet the individual needs of each child. Parents work with the key persons to identify what children can do so that staff can plan activities to promote children's learning from the start. Successful implementation of the key-person system helps to ensure children feel safe and secure in the setting. The high levels of engagement between staff and children promote positive relationships. Children develop very positive behaviour because staff encourage sharing and taking turns. They carefully explain and remind children to consider each other's needs. They readily offer praise to raise children's self-esteem.

All children follow regular hand-washing routines and this helps them to learn the importance of maintaining good levels of hygiene. Staff manage nappy changing efficiently and follow hygienic routines to protect and promote a healthy environment. All children enjoy social mealtimes where they select and serve their own meals and snacks and pour their own drinks. This helps to promote their self-care skills and independence. Staff record and maintain all dietary needs, or preferences. A nutritious diet is prepared each day by the cook. Children have plenty of opportunities to play outside in the fresh air

where they are able to continue their learning.

Safety and security within the setting is good. Regular risk assessments of accidents and the environment mean that staff are able to quickly and effectively deal with any issues that may pose hazards to children, keeping them safe. Staff record any accidents and incidents and share these with parents who sign the accident records. Staff ensure that the entrance is secure, so that children are unable to leave the premises unattended. Visitors can only access the nursery with staff's knowledge. Staff practise regular emergency evacuations with children, ensuring they are familiar with the procedure and developing a better understanding of how to stay safe in an emergency. Staff show an excellent knowledge of each child's background and this enables them to respond particularly well to children's individual needs. Staff are deployed very well throughout the nursery. As a result, they respond to children's care and learning needs effectively.

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

All staff have good knowledge and understanding of safeguarding and of their roles and responsibilities around child protection. A detailed safeguarding policy and procedure is in place and staff are very clear on how to follow the procedures should they have any concerns. The provider carries out appropriate checks to ensure that staff are suitable to work with children.

The management encourages professional development and supports staff to improve their knowledge, understanding and practice further. For example, the manager plans to complete a speech and language communication award at level 3 to enhance literacy learning in the nursery. Staff provide each other with mutual support and work together well as a team to promote continuous improvement. For example, they cascade information they receive during training courses and multi-agency meetings to enhance their practice. The manager monitors the planning and assessment of children's learning and tracks each child's progress to identify any gaps in learning and development. The manager has already reflected on practice and evaluated all areas of the provision involving staff in this process. However, self-evaluation systems do not take into account the views of parents and children to identify further areas for improvement.

Staff understand the value of working effectively with parents. They exchange relevant information about their child verbally each day. Parents are very complimentary about the service. They say that they feel very welcome at the nursery. Parents state that they are very pleased with the nursery and they like the good level of communication they have with staff. Parents comment that they appreciate the emotional care they receive from staff for their children. Staff understand the importance of early intervention for children with special educational needs and/or disabilities, ensuring that services are in place to support a child when they transfer to school. Staff are well aware of the importance of developing links with the other providers of the Early Years Foundation Stage and local schools to promote continuity in children's learning.



## 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>	EY473619
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	953138
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	2
<b>Name of provider</b>	The Growing Patch Nursery Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07930 272745

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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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