

Bumpsa Daisies Nursery

Overton Park Pavillion, Overton Road, Sutton, Surrey, SM2 6QT

Inspection date

07/07/2014

Previous inspection date

07/09/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 benefit from a welcoming, well-maintained nursery environment where they have access to a wide range of good quality resources and play materials.
- Staff plan and provide a wide variety of interesting and challenging activities, and experiences that help children's good progress in their learning.
- Staff work effectively with parents and keep them well informed about their child.
- The management team are committed to continually developing the nursery and take effective steps to address any areas for improvement.

It is not yet outstanding because

- Staff have not yet fully developed the use of children's home languages within the nursery environment to support the development of their communication skills.
- Staff's organisation of group time activities, and use of resources during these, do not always fully engage all children.

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 taking part in indoor and outdoor activities and during meal times and care routines.
- The inspector had discussion with the manager and staff.
- The inspector sampled records including staff suitability records, incident records, risk assessments, children's files and planning.
- The inspector spoke to parents at the setting and read parent feedback forms and took account of their views.
- The inspector took part in a joint observation of an adult-led activity with the manager.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

Bumpsa Daisies Nursery registered in 2003. It is privately owned. It operates from a converted pavilion within Overton Park, in the London Borough of Sutton. Children are cared for in five group rooms according to their age. They have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open from 8am to 6pm for 51 weeks a year, with a breakfast club from 7.30am where required. There are currently 91 children on roll, who are all in the early years age range. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. It receives funding for free early education for children aged two, three and four. There are 14 permanent staff who work at the nursery as well as three bank staff and two cooks. There is one member of staff who has a level 6 qualification, seven hold relevant qualifications at level 3 and two have level 2 qualifications.

What the setting needs to do to improve further

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

- extend the use of children's home languages within the nursery to further support their communication and language skills
- increase the use of visual prompts and props to stimulate and engage all children in group time sessions

Inspection judgements

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

Staff welcome all children into the nursery. They gather detailed information before children start about each child's background, starting points and needs. They ask parents to fill in comprehensive 'all about me' forms and talk to them during settling in visits. This helps staff get to know children well and ensures they are familiar with their individual needs. Staff are effectively deployed and supervise children well. They make regular observations of children's achievements and identify the next steps for their learning. They plan a wide variety of interesting activities that build on children's skills. As a result, children make good progress in their learning in relation to their starting points and capabilities. Staff talk to parents every day to give feedback about children's care routines, activities and achievements. They invite parents to regular reviews to discuss their child's progress. Parents receive a monthly summary that includes suggestions for activities to continue at home. In addition to this, staff ask parents to complete their own observations

of their child to contribute to assessments. This helps ensure that parents are fully involved in their child's learning. Staff teach children a range of useful skills that prepare them well for the next stage of learning and for school. They support children's early language and communication skills effectively overall. They sing songs and rhymes with young children, encouraging them to join in with the words and actions. They talk to children as they play, ask questions and encourage older children to join in with conversations. Consequently, older children speak confidently at group times and are keen to share their ideas. Staff successfully engage children's interest in books when they read them familiar stories and children remember the well-known words and phrases. Older children take part in phonics sessions and confidently recall words that start with each letter sound. However, staff do not always make full use of visual aids and props during group sessions, such as, word sessions and story times. As a result, younger and quieter children sometimes lose interest and are not fully engaged in the activity. Staff support children who are learning English as an additional language appropriately by finding out some key words from home before they start and using pictures and sign language. However, they have not fully extended the use of children's home languages in the day-to-day life of the nursery. For instance, by having signs and labels around the rooms or introducing songs and stories in a range of other languages. Staff teach children about number, size and measure well during every day activities and routines. They count with young children as they sing songs and encourage them to share out the pieces of cake in the role play area. Staff teach older children how to measure themselves against each other and children order themselves in a line according to their height. Staff plan interesting opportunities for children to learn about the world around them. Children enjoy digging in the mud tray or going on a nature walk across the field. Young children help make cheese straws and discover how different they look after some time in the hot oven. They explore shaving foam with their hands and draw with big crayons. Older children use their imaginations when they join in with a music and movement session, moving their bodies to the music. They have fun in the role play area and help themselves to art and craft materials to make things in the creative area. Children benefit from a balanced routine and are well stimulated and occupied through the day. They enjoy their time at nursery.

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

Children come into the nursery happily and are confident and settled. Younger children benefit from being part of a small group and the effective key-person system means they form good relationships with their carers. Staff are careful to follow young children's home routines when they start. This successfully supports children's physical and emotional well-being and helps them feel secure. Staff prepare children for their move within the nursery effectively by making sure they have plenty of time to visit their new room before they move up. They also make links with children's new schools to support them as they prepare to leave. Staff provide calm and consistent support and guidance to children that helps them to know what is expected of them and, therefore, they behave well. Children quickly become familiar with daily routines such as lining up to go outside or sitting quietly on the carpet for a story. They play happily with their friends. The nursery is welcoming, clean and well maintained. Staff make daily checks of the nursery and garden to ensure

children can play safely. They pay particular attention to the security of the building and parents are familiar with the procedure for being let in and out. A good variety of age-appropriate resources are available both indoors and outdoors. Children grow in confidence and independence from a young age as they help themselves to play materials and activities. Children learn about risks and how to keep themselves safe through planned projects and activities such as a visit from a police officer. They take part in regular fire drills so that everyone knows what to do in an emergency. Children's good health is promoted well. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, which helps minimise the risk of cross-contamination. Children learn to manage their own personal needs effectively when they wash their hands before they eat or get a tissue to blow their nose. They benefit from well balanced nutritious meals and snacks that are freshly prepared on the premises. Older children serve themselves their vegetables to go with the pasta at lunch and children as young as toddlers help themselves to water when they are thirsty. Children play outside every day as part of a healthy lifestyle. They have fun practising their physical skills during a ball game with a member of staff, and riding bikes.

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

The inspection took place following a notification from the nursery and a complaint made to Ofsted about an incident where children were not supervised effectively in a public playground. The inspection found that following this incident the manager had taken immediate and effective steps to review practice and risk assessments and implement more stringent procedures for outings. This includes new hi-visibility jackets for children and amended guidance to staff for using the playground. Staff roles and responsibilities have been clarified to ensure children's safety at all times. Staff have used the incident effectively to improve their practice and ensure they continue to safeguard children's welfare appropriately. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children. All staff complete safeguarding training and are familiar with the safeguarding policy and procedures to follow if they have concerns about a child. All required documentation is implemented to support the smooth day to day running of the nursery. The induction process ensures that staff are familiar with relevant policies and procedures. The manager monitors staff performance through regular supervision and appraisals and, where needed, training is organised on-site for staff to further develop their knowledge and skills. This results in a well-trained and supported staff team. Staff show a good understanding of the learning and development requirements. They monitor children's progress closely through observation and assessment, for example by using tracking sheets. Staff seek appropriate support and advice if they identify children who may have additional needs. They work effectively in partnership with other professionals where relevant, following their advice and guidance so that children benefit from a consistent approach. Staff have positive relationships with parents and welcome them into the nursery. Parents have access to a wide range of information about the nursery and are kept up to date through regular newsletters and emails. Parents speak highly of the nursery. They comment that communication between staff and parents is very good and staff are friendly and helpful. They feel their children's individual needs are met well and

they are pleased with the progress they make. The management team show a good commitment to developing and improving the nursery. They seek feedback from staff and parents as part of the process of self-evaluation and act on their suggestions. Since the last inspection the nursery has increased the space for preschool children by adding a conservatory. This has had a positive impact on children's choice and independence. Staff have also further developed methods for working with parents, such as the parent observations and all about me forms. As a result, partnerships with parents are highly effective and contribute to children's wellbeing at the nursery. There are clear plans in place for the future, including proposals to extend the garden area and to further improve children's safety in the nursery by installing a closed-circuit camera system.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY152305
Local authority	Sutton
Inspection number	980515
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	91
Name of provider	Bumpsa Daisies Nursery Partnership
Date of previous inspection	07/09/2010
Telephone number	020 8661 5533

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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