

Crystal Early Years Centre

Schoolkeepers House, Anerley Road, Anerley, London, SE20 8BD

Inspection date	28/07/2014
Previous inspection date	29/04/2013

The quality and standards of the early years provision	This inspection:	
	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 provide children with a good range of interesting and stimulating activities. Children have good access between the indoor and outdoor environments, which enables them to choose where they wish to play, and encourages their decision-making skills.
- The managers ensure that staff have received comprehensive training to fully support their understanding of safeguarding policies and procedures. The staff team safeguards children effectively.
- Children make good progress from their initial abilities, as a result of the good opportunities available to them, and the good quality teaching they receive from staff.
- Children enjoy strong relationships with staff, so they are happy and keen to learn. They grow rapidly in self-assurance.

It is not yet outstanding because

- The quality of teaching for children's literacy development is not of a consistently very high quality.
- During snack times, younger children are not always taught the importance of sitting down while they eat.

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 activities in the main playrooms and the garden.
- The inspector spoke with the manager, provider, and staff at appropriate times during the observations.
- The inspector looked at children's records, planning documents, the development plans, and a selection of policies and procedures.
- The inspector invited the manager to carry out a joint observation.

Inspector

Rebecca Hurst

Full report

Information about the setting

Crystal Early Years Centre opened in 1996, and registered with Ofsted in 2001. It is one of three nurseries owned by Crystal Childcare Ltd. The nursery is accommodated in a house over two floors. Off-street parking is available to the front of the building for dropping off and collecting children. There is an outside play area to the rear of the building. The nursery is open from 8am to 6pm, for 50 weeks of the year. The nursery is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. Children attend on both on a full-time and part-time basis. There are currently 90 children on roll.

The nursery is in receipt of funding for children aged two, three and four years. The nursery employs 21 childcare staff, 15 of whom hold relevant qualifications from level 2 to level 4. The nursery supports children with special educational needs and/or disabilities, and children learning English as an additional language.

What the setting needs to do to improve further

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

- raise teaching to a consistently very high quality by improving teaching techniques for literacy, such as when helping older children learn to recognise syllables in words, to prepare children as well as possible for the move to school.
- consistently teach children to sit down when they are eating, and the reasons why.

Inspection judgements

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

The quality of teaching is good. As a result, children are progressing well in their learning. Planning is effective in helping children make good progress in their learning and development. Staff know what children need to learn next, their interests and parents' views, and use all these to plan effectively. Children talk with the staff about what they would like to learn. Staff effectively link this to planning to enhance the children's learning and development. Staff successfully track the children's progress using appropriate guidance. This helps them identify whether children require any support or extra challenge in their learning experiences. All children make good progress from their initial abilities.

Staff invite parents into the nursery to talk about their children's progress, and to share with them what they have been doing at home. Parents come into the nursery to spend time with the children during stay and play activities, so they know what their children do.

Parents see the quality of activities on offer, and to chat with staff about their children's progress. This approach provides good continuity of care and learning for the children between the nursery and home. Staff share detailed progress reports, and the required progress checks for two-year-old children, with parents. These enable them to see the progress their children have made. Children are gaining good skills for their future learning.

Staff support children well when moving between rooms. They carry out the settling-in visits according to the children's individual needs. This enables children to settle well, and to continue to make good progress with their learning and development. When children are nearing school age, staff work closely with teachers to enable them to settle into a new routine quickly. Staff go to the schools with the children to help them to settle into their new environment. This process helps children to be ready for the next stage of learning.

Children of all ages enjoy reading books. They readily choose their favourites to read with the staff. Staff ask children useful questions about what is happening in the books. They allow children to think about the answers, and older children use descriptive words to describe the story line. However, staff do not use consistently very high quality teaching methods in the programme for children's literacy development, such as to teach older children about syllables. Some staff use the same tone of voice. They do not use a variety of techniques, such as musical instruments. Children show confidence in communicating and are developing their spoken language well. For example, during a dance activity, children confidently linked some letters sounds of the animals they were pretending to be, to their own names.

Staff support very young children well with new emerging skills, such as walking or crawling. Staff keep floors clear to allow children to practise this new skill and develop their physical skills. Staff praise the children well and clap when they achieve new skills. This promotes the children's self-esteem and their confidence in trying new experiences well.

Children of all ages enjoy messy play. Staff adapt such activities so all ages of children can progress well with their learning and development. Staff ask useful questions about what the children see and feel, such as when they explore the texture of breakfast cereal. Staff ask harder questions of the older children to extend their language development. When younger ones explore the texture, staff use basic words such as, 'hard, soft and crunchy' to explain how it feels for them, to extend their vocabulary. The good quality teaching allows all children to progress towards their next stages in learning.

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

Staff use resources well to promote all areas of learning. The resources are stored so that children can freely choose those they wish to play with, which enhances children's learning and development. This helps promote the children's independence skills effectively. Staff promote children's physical development well. The well-stocked outside areas allow

children to learn to move in different ways. For example, by using ride-on toys, such as scooters and bikes, they learn coordination and how to negotiate space. They enjoy learning to climb, such as when using the climbing frame and slide. Staff teach the children how to use the steps to get to the top so they can slide back down again. Staff change the resources according to the ages of the children currently using the garden. This makes sure that all children benefit from the activities on offer.

All staff are consistent in their approach to behaviour management. They deal with children's behaviour well. They take time to talk to children about the importance of sharing, and working together. Staff use good strategies to help children manage their behaviour. For example, they provide thinking areas for older children to take time away from activities, to calm down and to think about what they have done. This approach helps children learn right from wrong. Staff distract younger children successfully, and as a result, they learn to share resources. Staff work well with both parents and outside agencies when necessary, to support children's behaviour development. Given the children's ages and stages of development, they behave well.

Staff make effective use of meal times. These are social occasions where children sit and talk about their play, and what they have been doing at home, with the staff. Older children learn how to pour their drinks and serve their meals. They set the tables ready for meal times. Staff encourage the children to count the numbers of plates, cups and cutlery they need. These actions encourage children to take on responsibilities, and promote the mathematical development well. All children learn the importance of good hygiene through effective hand washing procedures. Staff prepare children well for the eventual move to school.

Staff implement an effective key-person system. This enables children's individual needs to be met well. Staff work well with parents to settle their children into the nursery. Staff find out what toys children like to play with, and use these to settle children in. This provides good continuity of care for the children. Staff promote the children's independent skills, such as by encouraging them to put on their shoes when they go and play in the garden.

Overall, children learn about safe practices through the staff's effective support. For example, staff teach them about using the stairs safely, when older children move between the playrooms and the garden. Staff undertake regular risk assessments to support the children's safety in and out of the nursery. Children participate in regular fire drills. These help children to understand what to do in an event of an emergency. However, staff sometimes miss opportunities to teach younger children how to keep themselves safe, such as the importance of sitting down when they are eating.

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

The managers and the provider meet the safeguarding and welfare, and learning and development requirements. Staff have a good knowledge of safeguarding and child

protection, including the procedures to follow in the event of having a concern about a child. They contact the relevant authorities to notify them of any concerns about a child's welfare. Their knowledge and actions promote children's welfare effectively. Staff work closely with relevant agencies to provide continuity of care for the children, such as social workers and health professionals.

Staff carry out detailed risk assessments. These help them identify and minimise potential hazards to enable children to play in a safe and healthy learning environment. The provider implements robust recruitment procedures to check the suitability of all staff working with the children. All staff are appropriately vetted, and the relevant details are recorded and logged to show when checks were carried out. All staff have their ongoing suitability checked throughout the year during supervisions and appraisals. As a result, suitable staff care for children.

The management's self-evaluation process is strong. Staff involve the parents by gathering their views on the service through regular questionnaires. They also assess the activities to make sure they are meeting the children's individual needs. Staff use the children's participation in activities, and informal discussions, to gauge their interests and what needs adapting to further meet their individual needs. For example, children talk about their interests and staff use these to plan activities based on them. Therefore, children are interested and engaged in the activities and are keen to learn. Staff are very responsive to the users of the service that they provide. The provider and managers are fully involved in all aspects of the evaluation to bring about good outcomes for children. For example, a recent team-building exercise has improved how staff work together, and the quality of the activities they provide to promote children's learning.

Staff have regular appraisals. Managers use these to keep track of staff development and to identify their training needs. Staff attend regular training to enhance their practice, and promote children's learning and welfare. For example, a member of staff is currently attending diversity training to enhance the educational programme for understanding the world. A robust induction system supports all new staff effectively. Staff are deployed well to maintain ratios and ensure children are well supervised, which helps keep children safe effectively.

Staff work very closely with parents. They regularly share information with them about their children's progress. Staff provide useful daily feedback. They work with parents and carers if they have any concerns about their children's development. Staff work closely with others that are involved in the children's care. Teachers are invited into the nursery to observe the children and talk to staff about the children's stages of development.

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	137227
Local authority	Bromley
Inspection number	983094
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	59
Number of children on roll	90
Name of provider	Crystal Childcare Limited
Date of previous inspection	29/04/2013
Telephone number	020 8776 9792

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

