

Carmena Christian Day Nursery

47 Thrale Road, Streatham, London, SW16 1NT

Inspection date	07/08/2014
Previous inspection date	19/06/2012

The quality and standards of the early years provision	This inspection:	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 have warm, nurturing relationships with staff, which helps children to feel secure and settled.
- Staff extend children's learning effectively by following their lead to develop their learning and understanding.
- Staff prioritise children's safety. The whole staff team receives training in first aid, which helps to keep children protected from harm.
- Staff plan a wide variety of stimulating activities which meet children's individual needs well.

It is not yet outstanding because

- Staff do not support children as effectively as they could to select songs and rhymes of their choice because prompts are not fully developed.
- Staff do not maximise opportunities for children to practise their early writing skills in play situations.

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 carried out a joint observation with the manager of an adult led group activity.
- The inspector observed interaction between staff and children in the indoor and outdoor areas.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation and held a discussion with management.
- The inspector spoke to parents, staff and children and considered their views.

Inspector

Jennifer Beckles

Full report

Information about the setting

Carmena Christian Day Nursery registered in 1990. It is run by an individual proprietor and operates from a house situated in Streatham, in the London Borough of Wandsworth. There is an enclosed outdoor area that is used for outdoor play. The nursery is registered on the Early Years register and on both parts of the Childcare Register. It operates from 8.00am to 6.00pm Monday to Friday throughout the year, except for the public bank holiday closures, and a week's closure at Christmas. There are currently 41 children in the early years range on roll. The nursery receives funding for free early years educations for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. The nursery employs a team of nine staff who work directly with the children, including the manager all of whom are appropriately qualified in early years. The manager holds qualified teacher status; one staff member holds a level 4 qualification, and seven staff members hold level 3 qualifications.

What the setting needs to do to improve further

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

- fully develop ways of supporting children's free song choices from a wide variety of songs and rhymes

- develop further opportunities for children to practise their early writing skills in play situations.

Inspection judgements

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

Staff meet children's learning and development needs well in this organised nursery. They plan well by providing activities that link to children's interests and skills and which cover areas of learning effectively. As a result, children make good progress. Staff cater well for the different ways that children learn by providing children with the choice of playing indoors and outdoors. Staff provide structure to children's learning through adult-led activities. Additionally, children create their own play by freely selecting resources of their choice. This supports children's independence well. Staff support children's learning effectively through regular visits from people who work in the local community, such as dentists and fire officers who talk about their role in helping others.

Staff encourage children to develop small muscle control as they use scissors to skilfully cut out pictures from old magazines. Older children recognise their names on their pegs and several know how to write their names independently. Staff teach children about

letters and sounds as children complete alphabet puzzles which supports their early literacy skills. Staff teach children how to make simple patterns using coloured pegs and boards and children create their own designs. This supports children's early mathematical skills. Staff count the number of bricks with children that they use to create towers, which helps to secure children's counting skills. Children enjoy imitating adult roles in the role-play area and practise their language skills as they converse with each other. However, opportunities for children to practise their early writing skills in play situations, such as role-play are not fully developed. Staff encourage children to take turns to speak and listen during group discussion times. Children explore the texture of paint and create recognisable pictures. Staff talk to children about their pictures and teach children new vocabulary for different body parts that children have painted. Generally, these experiences provide children with good skills for later use in school.

Staff follow the lead of children well and extend their learning. Children decide to create a story about dolls needing to wear sun cream to go out into the sun. They decide to extend their story by saying that the dolls had become unwell. This leads to a good discussion between staff and children about the role of the doctor and medicine. Staff teach children new vocabulary and develop their understanding of the world well. Children enjoy exploring the sounds of bottles containing different materials. Staff teach children the difference between 'loud' and 'soft' sounds which supports their language development. Although staff respond readily to children's suggestions for songs to sing, children's choices are often repetitive and limited because they often cannot remember the names of songs and there are no prompts available to remind them. Babies enjoy exploring water by splashing and blowing foam bubbles around the nursery. Staff teach babies the names of different objects and fluids, such as 'water' and 'bucket', and this supports their language development. Young children explore different textures of a range of natural and manufactured materials. Staff talk to babies about the differences in texture and use words, such as 'rough' and 'smooth' to expand babies' vocabulary.

Children make strong progress in their physical development. They practise their climbing skills as they ascend a climbing wall. Staff talk to the children about moving in different ways, such as crawling, as they move across large and small frames. Staff teach children to throw and catch using bean bags and to jump into hoops. This helps children to develop good physical coordination skills. Staff provide a wide range of outdoor learning opportunities, overall. They plant and grow vegetables with children, which supports their understanding of where food comes from. Staff talk to children about different mini-beasts they discover under damp logs and this supports children's understanding of the world. Staff respond well to children's observations and extend their learning. For instance, children ask why it is not sunny anymore, and staff explain to children that the sun has moved behind a cloud.

Staff provide good support for children with special educational needs and/or disabilities. They liaise with parents and community health professionals to devise activities and resources to meet the individual needs of children. Staff monitor the progress of children effectively. They carry out regular observations from which they derive children's next steps for learning. This helps to ensure that staff meet the needs of children well.

Staff provide good opportunities for parents to take part in their children's learning. They

give parents storybooks to share with their children to support children's early literacy skills. Parents also share observations of their children with staff in daily communication books or through daily informal interaction. This helps staff to build a complete picture of children so that their needs are met well through activities. Staff provide regular written reports for parents. This keeps them up to date on their children's progress. Staff carry out progress checks for two-year-old children and provide written summaries to parents. This also helps to keep parents informed of their children's development.

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

Children have very warm, trusting relationships with staff, which supports their feelings of security and confidence. Staff know children well and provide activities linked to their preferences. This is because staff find out about children's likes and dislikes when they first arrive at the nursery. Staff are careful to find out about the home routines of babies and incorporate this into nursery practice. As a result, children settle well and feel safe.

The nursery is welcoming and resourced effectively, overall, which supports children's well-being. It also enables them to select resources of their choice, supporting their independence and free choice. Children behave in safe ways because staff teach them about road safety to help ensure their safety when out on trips. Staff encourage children to assess small risks for themselves, which they do as they climb small mounds in the garden. They teach children how to move around the nursery in safe ways, such as by holding onto the handrail as they climb stairs. Staff talk to children about why they need to wear sun cream and hats in very hot weather and this encourages children to behave in safe ways in the sun. They encourage children to develop a sense of responsibility by giving them small tasks. For instance, staff ask children to give out bowls to others at snack times. This also supports their independence. Children feed themselves competently and use the bathroom independently to wash their hands at suitable times. Children know why they need to wash their hands because staff talk to children about the importance of prevention of infection. Children have good personal hygiene routines. They brush their teeth after eating and use the bathroom to take care of their personal needs. Staff assist younger children, as needed. Staff change nappies in comfortable, sanitised areas and hygienically dispose of nappies. This helps to prevent the spread of infection.

Staff teach children ways to be healthy. They provide nutritious, appetising meals, which cater for special dietary needs. Staff offer children a range of fruit and vegetables and low sugar snacks to support the development of healthy dietary habits. Staff provide children with good opportunities to promote their physical development. They enable children to use the spacious and generally well-resourced outdoor area to get fresh air and to practise their physical skills. Staff manage children's behaviour fairly and calmly. They agree ground rules with children and display the rules. This helps children to be clear about expected behaviour. Staff praise children well and this encourages children to behave in positive ways. As a result, children behave well. Staff teach children about cultural diversity through celebration and discussion of special events, such as Chinese New Year. Staff exchange children's developmental information with local schools to support children who move to school. Staff encourage parents to bring children's school uniforms which

they show and discuss with the children, along with other aspects of school life. This helps to prepare children for the move to school. Children who move group rooms at the nursery spend time in new groups before moving. This supports children to settle readily.

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

Management places a high priority on children's safety. It reviews all policies and procedures to ensure that they reflect current requirements. Management helps to ensure that staff know and implement policies and procedures to keep children safe. For instance, all staff are trained in safeguarding and know the procedures to follow should they be concerned about a child. Additionally, all staff receive first aid training which helps to ensure that staff respond well in emergency situations. The management team carries out thorough checks during staff recruitment and this helps to protect children from harm. Staff carry out risk assessments covering all aspects of the nursery which helps to keep children safe. Management supervises staff regularly and this provides good opportunities for confidential discussion around work related issues. Management offers staff support, such as training and advice, where needed which helps to address any areas of underperformance. Management carries out yearly appraisals to gain insight into the training needs of staff. This has led to staff attending a variety of courses. For instance, staff attended a course on behaviour management, which led to a more consistent approach in the way staff manage children's behaviour.

The management team has an effective way to monitor the quality of staff practice. The deputy manager visits the group rooms regularly and asks staff searching questions about why they are providing certain activities and how those activities meet children's needs. Management reviews learning journals, observations and planning and this helps to highlight any inconsistencies so that these can be rectified. Staff provide good support to children identified as operating below expected levels because their needs are clearly identified through comprehensive tracking of children's development.

Staff work well with others to aid children's progress. They have good links with the local children's centre and staff direct parents to a variety of services. Staff work effectively with local community health professionals, such as speech therapists who offer advice and support on communication and language matters. They work in good partnerships with parents by keeping them informed of their children's progress. Staff also provide good opportunities for parents to take part in their children's learning. Management has clearly identified improvements for the nursery because it evaluates all aspects of the provision. For instance, it plans to enhance the range of outdoor resources for children under two years of age to provide wider learning opportunities. Management has carried out recommendations made from the last inspection. For example, nappy changing takes place in comfortable, hygienic areas and nappies are disposed of suitably. The nursery operates successfully and had good capacity to maintain this.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	123109
Local authority	Wandsworth
Inspection number	945019
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	43
Number of children on roll	41
Name of provider	Carmena Day Nursery (Thrale Road) Limited
Date of previous inspection	19/06/2012
Telephone number	020 8677 8231

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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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