

Mottingham Hall for Children

Mottingham Lane, London, SE9 4RW

Inspection date

Previous inspection date

01/09/2014

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

- Staff focus well on supporting children's communication and language development. They read stories and ask children questions to develop their speaking and listening skills.
- Staff make good use of observations and assessments to ensure that planning supports children's next steps in their learning.
- Staff are enthusiastic and friendly which helps to motivate and engage children in their learning.
- Staff are good role models, which helps children to behave well.
- The management use reflective practice well to constantly evaluate the educational programmes and provision for children. This helps all children to make consistently good progress in their learning and development.

It is not yet outstanding because

- Staff do not fully support children's awareness of numbers through displays in the outdoor environment. Staff do not always provide a wide enough range of resources for adult-led activities to enhance all children's learning.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children and staff playing and interacting indoors and outside.
- The inspector reviewed assessment documents to see whether children are making progress according to the early learning goals.
- The inspector reviewed policies, risk assessments, self-evaluation processes and staff training and recruitment documentation.
- The inspector spoke with some parents, staff and the management.
- The inspector conducted a joint observation with the manager.

Inspector

Sama Saheed

Full report

Information about the setting

Mottingham Hall for Children originally registered in 2007 and re-registered under new ownership in 2014. It is run privately and operates from four rooms in a purpose-built building in Mottingham, in the London Borough of Bromley. The nursery is open each weekday from 7am to 6.30pm for 52 weeks of the year, excluding bank holidays. All children share access to an enclosed outdoor play area. There are currently 59 children aged from seven months to under five years attending in the early years age range. The nursery employs eleven members of staff. Of these, two hold a level four early years qualification, three have a level three in early years, two hold a level two. This provision is registered on the Early Years Register and on the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- develop the use of a wider range of resources available to children during adult-led activities to enhance their interest and engagement
- further develop children's awareness of numbers in the outdoor environment.

Inspection judgements

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

Staff are enthusiastic with the children. This helps to motivate and interest children in their learning. For example, when staff read stories to the children they ask relevant questions about characters in the story. This helps to children to learn to listen and respond. Staff praise the children as they eagerly respond to the questions. This helps to develop children's confidence and enhances their knowledge about the world around them. The staff promote children's learning and development by using a wide variety of natural resources both indoors and outside. Young children make marks on large paper with conkers that have been collected from the front lawn. They also sort and fill containers with acorns. This supports pre-writing and mathematics skills in preparation for school. Children enjoy exploring the textures and look of coconut shells. Staff ask children to count how many coconut shells they see. The use of natural resources throughout the environment helps children to learn about the wider world and environment.

The environment is clean, warm, open and inviting which helps children to feel welcome and encourages them to explore. Children use their imaginations and take turns to participate in role play as they pretend to serve food in the outside playhouse. Children

enjoy playing on the large outside play equipment, such as the slide. Staff enhance their play by asking them to think about whether they will slide down fast or slow. This promotes children's physical development and helps them to understand speed and distance. Staff help children to develop a good awareness of numbers and mathematical concepts through play and displays indoors. However, there are fewer opportunities for children to see numbers in the outside environment. This slightly impacts on their awareness of using numbers while playing outside.

All children are making good progress in their learning and development. Staff gather information about children's starting points when children first start at the nursery. This helps staff to effectively plan for children's learning and development. Staff make detailed assessments of children against developmental summaries, which helps to identify children who may need extra support. For example, staff identify children's whose communication and language development is not at a level appropriate for their ages and stage of development. They provide appropriate activities and experiences to enable children to begin to close those gaps. These plans are shared with parents so they can also support their children at home. Overall planning is effective in supporting children's next steps in their learning. However, occasionally, some staff do not always provide a wide enough range of resources to enhance all children's understanding of the activity they are engaged in.

Staff work well to engage parents in their children's learning. Staff share daily updates through contact books and verbal communication. Parents comment that they are happy with their child's progression and are familiar with their child's key worker. Parents are emailed a weekly 'Monday Memo' which contains a section on how parents' can support their children's learning at home.

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

The key person system is well established within the nursery. At the entrance to each room the name of the key person is next to their named child. This helps staff and parents to know which child is assigned to which key person. Children new to the nursery quickly form positive relationships with staff as they sit and enjoy cuddles and conversations with their key person. This helps children to feel comfortable, safe and secure. The staff provide a fully inclusive environment. For example, staff learn key words in Polish to help new children who only speak Polish to settle into the nursery. This helps children to begin to relate familiar words in their home languages with their English equivalent. Children respond and smile, which means they are learning to feel confident in a new environment. Staff share information with the parents about the celebration of different cultures, religions and festivals. This provides parents with opportunities to share their own cultures, such as food and the clothes they wear with the children.

Staff manage children's behaviour well through being good role models. They operate a reward system to positively encourage children to take turns, share and play cooperatively. For example, staff give children 'golden coins' which are collected in jars. When the jar is full the whole class receives a prize. This helps children to manage their

own behaviour while working together to achieve a goal.

Staff teach children to understand the importance of eating a healthy, balanced and nutritious diet. Children enjoy freshly prepared meals such as quiche and salad. Staff encourage children to serve themselves, which helps children to develop their physical skills and coordination. They also have a selection of fresh fruit for snack. Fresh drinking water is available to children at all times which helps to ensure that they do not become thirsty. Staff ensure that children learn how to manage their own personal hygiene routines. Children wash their hands before eating and after playing outside, which helps to minimise the risk of cross infection.

Staff have made links with local schools. Staff provide parents with an information evening to help them prepare their children for the move to school. In addition, staff provide teachers with reports about children's current skills and abilities. This enables teachers to understand and plan for children's next steps in their learning.

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

The management team demonstrate a good commitment to ensuring that staff understand their roles and responsibilities to safeguard children. Safeguarding is at the forefront of staff training and meetings. For example, staff receive a weekly memo which is updated with safeguarding information. Staff know what to do if they are concerned about a child's welfare. There is a detailed safeguarding policy which contains the procedure to follow if an allegation is made against a member of staff. Children are well supervised because staff ratios are adhered to which helps to keep children safe at all times. All nursery staff have gone through the Disclosure and Barring Service check before employment. This means that they are suitable to work with children. The management team are passionate about developing a quality workforce as they regularly identify staff training needs and support staff to improve their knowledge and performance. Each member of staff has regular supervisions and a personal development plan which highlights key areas of improvement with achievements dates. In addition, the management have begun peer to peer reviews. Staff observe other staff, which helps to identify areas for improvement. This helps to promote positive outcomes for children.

The management and staff carry out robust and rigorous self-evaluation. This helps them to identify and assess their strengths and weaknesses. The management conducts a rigorous monthly audit which includes reviewing children's tracking documents, room action plans and observing practice. The views of children, staff and parents are taken into account through a children's committee, parent's nursery association and regular staff meetings. These measures help to drive improvements for the nursery. For example, planning for children is now focused on children's individual needs. Each room has a team leader and its own self-evaluation document which supports the managements monitoring processes.

The management have a good relationship with the local authority. They regularly attend

meetings, which provides opportunities to meet with other childcare providers. The staff have links with external professionals, which enables them to seek support and guidance should they have any children with special educational needs and/or disabilities. Meetings are set to discuss and put forward individual learning plans for children. Staff are able to review and adjust these plans as necessary in consultation with the parents and professionals. This helps all children to make consistently good progress in relation to their starting points.

Parent partnerships are effective because the management and staff place a high importance on working with parents. Parents receive a weekly memo, which keeps them up to date with what is happening in the nursery. The parents' nursery association group is well attended and meets regularly to discuss how they can improve the nursery. For example, parents, children and staff are involved in developing the vast outdoor environment. Parents share that they are happy with how their children are progressing within the nursery and that they work well with the children's key person to support their child's learning.

The Childcare Register

The requirements for the compulsory 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	EY474098
Local authority	Bromley
Inspection number	960409
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	59
Name of provider	Mottingham Hall Limited
Date of previous inspection	not applicable
Telephone number	07914663231

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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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