

Rye Garden Day Nursery

East Dulwich Road, Peckham Rye Park, LONDON, SE15 4HQ

Inspection date	17/09/2014
Previous inspection date	15/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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, inclusive setting. They have positive relationships with staff and each other.
- Staff plan and provide an interesting variety of activities and experiences for children that support their good progress in their learning and development.
- Children enjoy playing in the stimulating garden, where they have fun exploring the natural environment.
- Staff work closely with parents and keep them well informed about their child.
- The staff team work hard to make changes and improvements where needed and are committed to continually developing the provision.

It is not yet outstanding because

- Staff do not always plan circle time activities to fully take into account the differing needs of the younger children in the group.
- Role-play experiences are not fully extended to further encourage children's imaginative play.

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.
- The inspector had discussions with the manager and staff.
- The inspector sampled records including children's files, planning, improvement plans, risk assessments and staff suitability records.
- The inspector offered the manager the opportunity to take part in a joint observation and had discussions with her about staff practice.
- The inspector spoke to parents and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

Rye Garden Day Nursery registered in 2012. It is a privately owned nursery. It operates from a single-storey building situated in the grounds of Peckham Rye Park, within the London Borough of Southwark. Children have access to two playrooms and there is an enclosed garden for outdoor activities. The nursery is open each weekday from 7.30am to 6pm all year round, apart from a week at Christmas. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 18 children in the early years age range on roll. The nursery supports children who have special educational needs and/or disabilities and children who are learning English as an additional language. There are eight members of staff who work with the children including the manager. The manager has Early Years Professional Status and one member of staff has Qualified Teacher Status. There is one staff member who has a level 5 qualification and one who holds a qualification at level 3. Two staff members currently have level 2 qualifications and are studying to achieve level 3. There is one apprentice who is also working towards a level 3 qualification.

What the setting needs to do to improve further

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

- review the planning of circle time activities to fully take into account the needs of younger children to interest and engage them effectively
- extend role-play opportunities further so that children enjoy a wide range of stimulating and exciting role-play experiences to support their learning in all areas.

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 comprehensive information about each child's background, starting points and needs. They talk to parents during settling-in visits and ask them to fill in detailed 'all about me' and initial consultation forms. This ensures they get to know children well and can provide the support they need. Staff have now extended their systems for assessing children's progress and they make regular observations of children's achievements. They use these well to devise individual learning plans for children that include activities that build on their knowledge, interests and skills. As a result, children make good progress in their learning and development. Staff involve parents in their child's learning by talking to them each day. They use communication books that include detailed information about children's achievements, next steps and suggestions for learning at home. Parents also use these books as well as feedback sheets

to keep staff up to date with their child's interests and development at home. Staff review children's next steps every six weeks and advise parents of any changes. This effective two-way communication ensures a highly consistent approach that contributes to children's good progress at the nursery.

Staff plan and provide a wide variety of interesting activities for children. They help children develop a range of useful skills that prepare them well for the next stage of learning and for school. They support young children's emerging communication and language skills effectively when they talk to them as they play and sing songs and rhymes. They encourage older children to join in conversations and give them time to answer questions and express their ideas. They help children sound out the letters in familiar words and children learn to recognise their name and write it on their work. Staff support children who are learning English as an additional language by finding out words from home. All children had fun learning some words in Spanish and singing a favourite Spanish song. Staff effectively promote children's interest in books by creating quiet, comfortable areas where children can share stories. Young children sat and turned the pages independently or cuddled up to look at books with staff.

Staff support children's understanding of shape, space and number well through everyday activities. They counted with young children and engaged them in number songs. They encouraged older children as they organised objects according to their size and worked out how many there are altogether. Staff stimulate children's curiosity about the world around them. They explored with them in the interesting garden and children had great fun making soup in the mud kitchen, getting messy with water and soil. Children expressed their creativity and used their imaginations when they dressed up in the home corner and made a camp fire in the garden. However, staff do not fully support the children by extending role-play experiences. For example, staff tend to provide the same range of role-play materials. They do not always introduce new and exciting role-play scenarios to stimulate children's imaginations and encourage them to act out their experiences.

Staff plan the daily routine effectively so that children enjoy a good balance of adult-led and child-initiated activities. Children benefit from regular outings, for example to the local library or museum, soft play centre or farm. They enjoyed group activities alongside free choice play, but some group sessions went on too long for some of the younger children and they became bored. This affects how much they learn from and enjoy these activities.

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

Children are confident and settle quickly in the nursery. An effective key-person system means that young children benefit from consistent carers who they get to know well. Staff are caring and attentive to children's individual needs. They are careful to follow young children's familiar home routines for feeding and sleeping when they start. This helps children feel secure and effectively supports their emotional and physical well-being. Children quickly become familiar with the routines and expectations of the nursery. They line up to go outside and sit quietly on the carpet at circle time. Staff provide consistent

support and guidance, reminding children to be kind to their friends and to take turns and share. They talk to children about their feelings and encourage them to think about what makes them feel better when they are cross or upset. This helps children learn to recognise and manage their feelings and they behave well.

The nursery is welcoming and playrooms are now well organised. Children have access to a wide variety of appropriate resources according to their age and needs. Children grow in confidence and independence as they select from the range of easily accessible play materials. Staff have improved their understanding of health and safety and how to identify risks. They conduct regular risk assessments and make daily checks of the nursery and garden to make sure all areas are safe and free from hazards. Staff are vigilant in supervising children at all times. They make sure that enough staff are on duty and that they are positioned effectively to watch children in all areas of the playrooms and garden. Children learn about risks and how to keep themselves safe when staff remind them why they should not run inside or talk to them about using the outdoor equipment safely. Children take part in regular fire drills so that everyone knows what to do in an emergency.

The staff promote children's good health effectively. All staff have first-aid certificates to ensure that children are well cared for if they have an accident or are unwell. Children learn to manage their own personal needs when they wash their hands before they eat or when they come in from the garden. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, which help minimise the risk of cross-contamination. Children benefit from well-balanced meals and snacks that take into account their nutritional needs. They enjoyed a variety of fruit at snack time and chicken curry and rice for lunch. Older children gain useful self-care skills as they serve themselves confidently with big spoons. Children play outside every day as part of a healthy lifestyle and look forward to their times outdoors. They have fun practising their physical skills as they run around, dig and play with wheeled toys. They benefit from new challenges when staff take them to the nearby playground where they can balance and climb on the larger apparatus.

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

Since the last inspection the manager and staff team have worked hard to develop their practice and implement a wide range of changes in the nursery to raise standards and improve outcomes for children. They have made very good use of the support of the local authority's early years advisor over this time. As a result, they have met all previous actions. Consequently, children now benefit from good quality care that meets their needs and promotes their well-being.

Effective arrangements are in place to safeguard children's welfare. Staff have updated their knowledge of risk assessment and have a good understanding of their responsibility to provide a safe environment for children. Robust recruitment procedures help to ensure that all staff are suitable to work with children. Staff receive child protection training and are familiar with the procedures to follow if they have concerns about a child. All required

documentation is in place that supports the smooth day-to-day running of the nursery. Records are well organised into a clear filing system and stored securely on the premises. This ensures they are readily available for inspection. The manager monitors staff performance through peer observations, supervision and staff meetings. Staff attend local courses to develop and extend their skills. They also receive support to further their professional education and a number of staff members have achieved additional qualifications since the last inspection. This approach ensures that the staff group is well trained and supported.

Rigorous systems are now in place to monitor and evaluate the provision. This has contributed to the significant improvements that staff have made. All staff are involved in creating monthly action plans and these are vigilantly followed up and reviewed. Staff now show a good understanding of the learning and development requirements. They provide well-balanced educational programmes that covers all areas of learning. Children enjoy both adult-led and free-choice activities and experiences and they behave well. Staff monitor children's progress effectively through observation and assessment. They offer appropriate support to children who have additional needs and work well with other professionals and agencies to ensure a consistent approach. Staff also continue to develop their skills and expertise by being involved in local initiatives, such as a project focusing on young children's physical skills or a series of sessions at a local art gallery. This approach ensures that children continue to benefit from varied and interesting learning opportunities that stimulate and challenge them. There are also currently plans in place to further develop the garden, introduce more natural resources and create permanent growing and planting beds to support children to understand more about the natural world.

Staff have good relationships with parents and welcome them warmly into the nursery. They keep parents well informed through daily conversations and the use of the notice board and they have access to a wide range of policies and procedures. Parents comment that they particularly value the friendly, caring staff team. They are pleased with the range of experiences children take part in and feel their children are safe and well cared for.

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	EY443480
Local authority	Southwark
Inspection number	971510
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	18
Name of provider	Joy Inemesit Alli
Date of previous inspection	15/10/2012
Telephone number	07904047117

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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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