

Vivy Day Nursery

Unit 1, 709 Old Kent Road, LONDON, SE15 1JZ

Inspection date

22/09/2014

Previous inspection date

15/10/2013

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 build positive and trusting relationships with staff, which makes them feel settled and happy in the nursery.
- Children play with a good range of toys and resources that offer challenge across all seven areas of learning.
- Good partnerships with parents mean staff gain useful details about the children to enable them to meet their individual needs well.
- Children are making good progress within the typical range of development expected for their age.

It is not yet outstanding because

- Occasionally organisation of some parts of the daily routine has an impact on the younger children's opportunities to contribute in group situations.
- Staff miss some opportunities to develop children's discussions to enhance learning experiences for more-able 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 made observations of the children while they were playing inside and outdoors.
- The inspector spoke with the manager and staff.
- The inspector held discussions with the children and parents.
- The inspector looked at a range of documentation including safeguarding information.
- The inspector toured all areas of the nursery.

Inspector

Sarah Morfett

Full report

Information about the setting

Vivy Day Nursery registered in 2009, is privately owned and operates from a converted ground-level building in the Old Kent Road area of the London Borough of Southwark. Children have access to three group rooms, bathroom facilities and an enclosed outside play area. There is also a kitchen, office, staff room and adult bathroom facilities. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are currently 20 children on roll in the early years age range. The nursery supports children who speak English as an additional language. Children attend a variety of sessions. The nursery employs six members of staff including the provider. All staff hold relevant childcare qualifications. Three staff are working towards the next level of their qualification.

What the setting needs to do to improve further

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

- strengthen the organisation of group times so that younger children have greater opportunities to contribute and answer questions
- further enhance learning experiences for children by building on spontaneous discussions as and when they happen.

Inspection judgements

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

Staff are well qualified and have a good understanding of how children learn through play. They plan and provide a varied range of activities that support children's learning well. There is an effective key-person system where the key person undertakes regular observations of the children. They use this to assess children's progress in all seven areas of learning. The information is included in the planning, so that activities concentrate on the most relevant areas of learning for all children. For example, some children are being encouraged to count from 10 up to 20 so resources for counting are included in the activities, such as a large number of milk carton lids floating in the water. Staff support this by asking children to count how many there are. The staff report on children's development between the ages of two and three to identify achievements and learning priorities for children in this age group. As a result, children are making good progress in their learning and development.

Staff support children who speak English as an additional language well. They work closely

with their parents to learn key words in their home language and have staff in the nursery who can communicate with parents in their home language. Staff often speak with children while playing using both their home language and the English translation. This helps the children to develop their communication and language skills well.

The quality of teaching is good. Staff interact effectively with children, listening to them and asking questions that make them think. However, on some occasions the staff miss the opportunity to extend children's thinking and learning further. During the inspection, children started to instigate a discussion about where milk comes from while listening to a story with cows in it. The member of staff acknowledged what they said and children received praise, but the member of staff did not take the discussion any further to question children and extend their learning. This is due to the way the group time was organised and meant some children were unable to contribute in their own time.

Children benefit from a good range of challenging, play-based experiences. They have access to a wide variety of resources that cover all the areas of learning. When playing outside the children were able to make marks using chalk on the floor and explore textures in the water tray as they played with a jelly mixture. Children added water to this, exploring how the texture changed. They filled containers with this mixture, learning about volume and weight. Inside the nursery, children make independent choices about what they play with. For instance, they act out familiar situations pretending to be mum or dad. Children can spontaneously make marks by using the good range of writing resources available, extending their literacy and physical skills. They confidently cut with scissors and write their own names on their pictures, developing skills for school. Younger children thoroughly enjoy gluing and sticking, using a variety of brushes and sticks to spread the glue on to their paper. This promotes children understanding of using tools for a purpose and encourages their pre-writing skills.

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

Children are happy and settled in the nursery. They form secure attachments to staff who support their care, learning and development effectively. Children display a good level of confidence and self-esteem as they move freely around the nursery. Children who are new stay close to a familiar adult for comfort and reassurance. Staff make the play area bright and inviting by setting out toys well so children can easily make choices about what they play with. This enhances learning experiences for children. As a result, children become confident learners, which prepares them well for the next stage of their development.

Staff promote children's safety consistently well. They follow thorough risk assessments to ensure the nursery is safe for children to play in. The outside area has a soft-impact surface that helps to protect children when they are playing outdoors. Staff give children regular reminders to be careful and monitor them using outside equipment. This means children learn to risk assess situations and keep themselves safe. Children enjoy a healthy balanced diet. They have a snack of fruit mid-morning; enjoy pasta with vegetables and a sauce at lunch time. Consequently, children learn to make healthy choices about their diet.

Staff are good role models, saying please and thank you which children copy. They are consistent, calm and make sure that children are engaged and interested at all times. Children behave well as staff manage their behaviour consistently and promote a culture of respect for everyone. They remind children to be polite to each other and give clear guidance about acceptable behaviour. For instance, the staff reinforce rules throughout the day asking children to remember to be kind and to listen carefully. This means children make the most of their time in the nursery and develop good personal and social skills.

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

The manager and staff have developed a good understanding of the safeguarding and welfare requirements. All staff recently updated their training in safeguarding and as a result, they have a better understanding of what to do if they are concerned about the welfare of a child in their care. The manager ensures all staff are suitable to work with children by obtaining a Disclosure and Barring Service check and employing staff that are qualified in childcare and education. The manager monitors staff's ongoing suitability through regular meetings, where they discuss performance and training needs. The manager carries out regular observation of staff practice and passes on any ideas for development to staff, which enhances their practice well. The manager and staff work closely together to monitor the effectiveness of the educational programmes. She monitors the children's assessment records on a weekly basis to ensure that they reflect their current areas for development. This means that the children make good progress in relation to their starting points.

Staff have a good understanding of the nursery's policy and procedures. In particular, the risk assessment system is strong and staff take responsibility for checking all areas before children play so they remain safe throughout the day. The staff monitor safety outdoors and indoors equally well. For example, they ask children not to run around inside and make sure they pick up toys that have fallen on the floor. Staff-to-child ratios are good and staff ensure they are deployed effectively throughout the nursery. For instance, each time someone needs to leave an area they inform a colleague to ensure there are enough staff in the room. As a result, children's needs are met.

Since the last inspection, the manager has established a robust improvement plan that shows how they have met the actions and recommendations set. These have all been addressed successfully and results in a greatly improved service being provided for children and their families. The manager has worked hard along with the staff team and local authority advisors to identify further strengths and weaknesses. These are reflected in their current self-evaluation document that clearly demonstrates the aims for the future to further improve practice. The manager states she has welcomed the support she has received through this time and feels it has had a positive effect on how the nursery operates. Consequently, the outcomes for children are good.

Partnerships with parents and other professionals are good. The staff warmly welcome

parents and readily share details of children's progress, development and well-being with them. All parents spoken to during the inspection say they are very happy with the care and education their children receive. They report that the nursery has a home-from-home atmosphere and they are pleased their children are making good progress. Parents get good opportunities to share their views. For instance, they complete questionnaires and attend parents' evenings where they can discuss children's development and how they are moving forward. Links with local schools are well established. Teachers come into the nursery to meet children before they start school. This contributes to a successful transition between settings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY394924
Local authority	Southwark
Inspection number	973456
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	20
Name of provider	Vivian-Olayinka Kranz
Date of previous inspection	15/10/2013
Telephone number	07961319851

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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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