

Amy Johnson Day Nursery

Brabazon Avenue, Roundshaw, Wallington, SM6 9ET

Inspection date	01/10/2014
Previous inspection date	12/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are happy and secure because they have warm relationships with staff.
- Staff work closely with the children's centre on site to support children and families effectively.
- Staff have good knowledge of how to keep children safe.
- Children with special educational needs and/or disabilities make good progress because staff work well with parents and external agencies to help each child's specific needs.

It is not yet outstanding because

- Staff do not always fully support children who speak English as an additional language to communicate in their home language to develop their communication and language skills.

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 play activities both indoors and outdoors.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to staff and parents, taking account of their views.
- The inspector looked at a range of documentation including children's records, risk assessments and safeguarding policies and procedures.

Inspector

Ludmilla Rajnath

Full report

Information about the setting

Amy Johnson Day Nursery is a local authority run day nursery. It registered in 2006. The nursery is situated in a single-storey building, which has full disabled access. It is located within the grounds of the Amy Johnson School, which is sited in the middle of a residential estate in Wallington, in the London Borough of Sutton.

The nursery is part of the wider service offered by Amy Johnson Children's Centre. Most of the parents whose children attend the nursery live or work in the local area. The premises comprises of three playrooms, a milk kitchen, children's toilets and nappy-changing facilities, and a separate sleep area for babies. In addition there is an office and separate staff room. There is also an enclosed outside play area which is semi-covered, so children can access it in all weather conditions. The nursery is open each weekday for 50 weeks of the year from 7.30am until 6pm. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who speak English an additional language. There are currently 62 children on roll. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 21 members of staff employed, 14 of whom have an appropriate qualification in childcare and education.

What the setting needs to do to improve further

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

- strengthen systems for supporting children who speak English as an additional language to extend their communication and language skills.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements and the quality of their teaching is good. They provide a good range of interesting activities and challenging experiences that children enjoy and this contributes to them making good progress. For example, children enjoyed painting portraits of themselves during Smiling for Life week and healthy week. They used mirrors to find out about their teeth and talked about this with members of staff to further develop their understanding. They learnt to add details to their paintings by being shown how to use a paintbrush to carefully select colours and mix them together to make new colours. The children were motivated by learning like this and went on to add more details to their painting and by asking themselves questions like 'where are my legs?'

Staff observe children efficiently and keep clear records of their key children's progress,

which means they have a good understanding of the children's abilities in all areas of learning. The staff then use this to inform their planning to support children's next steps in learning. Staff assess the children when they first start nursery and they gather detailed information from parents about what their child knows and can do. This means they have a clear starting point on which to build children's learning. Staff plan together and share ideas so that they provide a good range of activities and learning opportunities. Staff track children's progress successfully alongside the observations so that they can continue to then plan and provide purposeful and challenging activities to meet children's needs.

Staff ask children questions about what they are doing and why things happen to help children develop their thinking skills and communication and language. For example, in the outdoor area, a few children noticed that the small world animals were wet and a member of staff asked the children 'why are the animals wet? Has it been raining?' However, staff do not consistently support children who speak English as an additional language to use their home languages in their play. This hinders their developing communication and language skills.

Children have access to some resources to promote their knowledge and understanding of technology. They use computers to learn about number and to enhance their coordination through moving the cursor around the screen. They use tablet computers to take photographs of their models and things they are learning about in nursery.

Staff invite parents into the nursery to discuss their child's progress and to share magic moments of what they have been doing at home. Staff share detailed progress reports and the required progress checks for two-year-old children with parents. Staff liaise with the health visitor on site at the children's centre to ensure that parents have the opportunity to share their progress check report with the Health visitor if they wish to. Staff provide good support for children with special education needs and/or disabilities. Strong partnerships with parents, health visitors and speech and language therapists ensure that they meet children's specific needs as well as targets on their individual educational plans.

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

There are good relationships between staff and the children, and parents. The staff are warm and cheerful towards the children and this has a positive impact on their behaviour and their happiness in the nursery. The children show they feel content, safe and secure in their environment. Parents also comment on the friendliness of all the staff which has helped them and their child to settle into nursery quickly. Parents also feel reassured by the safe and secure environment that the nursery provides.

Staff supervise the children well at all times and adhere to the required ratios. The key-person system works effectively to maximise children's ability to settle and enjoy their time at the nursery. For example, when the younger toddlers were outdoors playing, the key person supported their interest in books by reading to them and reinforcing the names and sounds of the animals in the book. Similarly, when the younger children wanted to

climb on to the climbing frame, the key person supported them by holding their hand and encouraging them to stretch their legs. As a result, children make good progress in communication and language and physical development.

Key persons are particularly skilled at comforting the younger children who have just woken up from their sleep time. They speak to them soothingly and give them cuddles or sing gentle nursery rhymes to wake them up. There are high expectations for children's behaviour and staff make good use of recognition and praise to acknowledge children behaving well. Staff wear the room rules picture cards around them to use to reinforce positive behaviour such as kind hands, walking feet and listening ears. This helps children to understand what is right and what is wrong, and their behaviour is consistently good.

Children learn about health and hygiene as they are reminded by staff to wash their hands before snack times and lunch times. Staff model how to wash hands and reinforce with the children that 'we have to wash all the germs away'. Staff use step-by-step photographs of how to wash hands to support the younger children to learn good hygiene practices. At snack time, the children eat healthy, appetising snacks, such as oranges, and staff cater appropriately for any special dietary needs. Children in the pre-school and the older toddlers help themselves to fruit and water, while the younger children are given bowls containing their fruit to eat and have their water poured out for them. Lunchtimes are well organised and happy times for the children as they enjoy a nutritious meal prepared by the main school caterers. Menus include shepherd's pie with bread squares, tomatoes and cucumber. Children learn to use spoons or forks and knives safely. Members of staff teach children how to use cutlery safely by modelling to them how to use a knife and reinforcing safety by telling children 'you will hurt yourself if you use the knife like that'. Nearly all staff have a paediatric first-aid qualification which means they can manage accidents appropriately. Staff keep written records of accidents and incidents in the nursery. The children develop good healthy habits by taking daily fresh air and physical exercise on a range of equipment each day. Staff follow good hygiene and nappy-changing procedures, which helps children to feel comfortable and reduces the risk of cross infection. Staff teach children about their local community by taking them on outings regularly. They visit the local library to attend rhyme time sessions and Carshalton Ponds where they get fresh air, exercise and learn about nature.

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

The manager and the staff team have a clear understanding of their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff regard children's safety and security as paramount. They are vigilant in carrying out regular risk assessments and daily safety checks. This care results in children benefiting from a safe and secure environment both indoors and outdoors in which they may play freely.

The provider has detailed procedures for vetting and assessing the suitability of staff. Clear induction procedures help new staff to be confident in implementing the nursery's

policies and procedures effectively. Arrangements for safeguarding children are securely in place. The policies and procedures are thorough and contribute to the safety and welfare of the children. The designated safeguarding persons on site have completed appropriate safeguarding training to fulfil this role. Staff through discussion demonstrate a clear understanding of the procedures to follow if they have concerns about a child to help keep them safe. The staff team are well qualified and make good use of their training especially in behaviour management and training for two-year-olds.

Staff demonstrate a clear knowledge of the learning and development requirements, including the seven areas of learning. The manager has systems in place to monitor rooms and the learning environments to ensure that children make good progress in their learning. They also take a rigorous approach to making sure that children keep safe. Each child's learning is clearly documented in files which contain photographs and observations. These demonstrate children's good progress and are shared with parents, who are invited to make comments and contribute to them. This collaborative working has a positive impact on children's care, learning and development.

The manager helps drive the professional development of the staff team. Regular team meetings, supervision meetings and annual appraisals are used to monitor practice and skills in regard to both the care given and the quality of teaching. The manager sees ongoing training as an important part of improving the nursery. All staff are required to attend training courses to ensure the nursery continues to develop and improve. Staff share information from training and early years events with other team members to extend the team's individual knowledge and skills. The manager develops self-evaluation and targeted action plans in conjunction with staff and demonstrates the management's determination to drive continuous improvements in the outcomes for children.

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	EY333253
Local authority	Sutton
Inspection number	847606
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	62
Name of provider	London Borough of Sutton
Date of previous inspection	12/10/2009
Telephone number	020 8647 3183

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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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