

Calvary House Day Nursery

Caivary House, 228 Brixton Hill, LONDON, SW2 1HE

Inspection date

31/10/2014

Previous inspection date

20/05/2014

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 are making good progress from their initial starting points, due to the good quality teaching.
- The manager has a clear vision for the nurseries good practice and has consistent systems in place to monitor the provision.
- Staff have changed the learning environment to make it inviting and now provide a good range of educational resources and activities to enhance children's learning and development.
- Children are happy settled and eager to learn, due to the bonds they have built with their key persons.

It is not yet outstanding because

- Staff do not fully promote children's self help skills during everyday activities.
- Staff do not always follow up on children's natural curiosity during 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 activities in the main playroom and the garden.
- The inspector spoke with staff at appropriate times throughout the observations.
- The inspector invited the manager to carry out a joint observation.
- The inspector looked at children's learning journeys, planning documents and inclusion records.

Inspector

Rebecca Hurst

Full report

Information about the setting

Calvary House Day Nursery registered in 2013. It operates from Pentecostal church halls in Brixton, south west London. It is central to public transport. It is open each week day from 7.30am to 6.30pm for 51 weeks of the year. Children have access to a medium and large hall and toilet facilities. There is an enclosed garden. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently 12 children on roll. Currently a team of six staff work with the children, including a new manager who holds a degree in Early Childhood Studies. Other members of staff hold level five and three qualifications.

What the setting needs to do to improve further

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

- strengthen children's independence to practise their self help skills with dressing and undressing
- enhance children's curiosity in living objects by adapting activities to extend their learning further in learning more about them.

Inspection judgements

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

Staff provide good quality activities that allow children to work on their next steps of learning. As a result, children are making good progress with their learning and development. Staff enhance children's learning through incorporating a range of useful questions during activities. For example, when children were playing with bubbles in the water, staff asked the children if they could see different shapes. They also encouraged the children to make their own bubbles. Children thoroughly enjoyed this and showed excitement when they were able to blow a big bubbles. This activity helped the children to develop their language and physical development effectively.

Children show natural curiosity in insects they find out side. Staff talk to the children about the ladybird and ask if the children can count the spots on it. However, they do not extend this curiosity further to enhance further children's interest in this topic. Climbing apparatus in the newly built garden provides opportunities for children to extend their skills. For example, they work out how to get down the slide and use stairs will care. Staff work closely with the younger children in the room to ensure they are able to explore the outside play areas safely and to enhance their physical development. Children now confidently use this new equipment and staff comment that the children have made good

progress in their climbing and problem solving skills.

There are now good planning systems in place to ensure a balance of child-initiated and adult-led activities. Parents are involved in the planning, through providing information about their children's 'wow' moments, discussing with staff what they have been doing at home and what the children are currently interested in. Staff use this information effectively to inform the planning. Staff are fully aware of their role in completing the progress check for children between the ages of two and three years. They share the outcomes with parents to demonstrate the areas staff are currently working on with the child to support their learning and development further. Staff also complete monthly developmental reports which they share with the parents. This allows staff and parents to work together to progress children with their learning and development. Overall, staff prepare children well for the next step in their learning.

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

Children are happy and settled in the nursery. They bond well with their key workers, who clearly know their individual needs well. Staff demonstrate a positive approach towards inclusion. They have started to work closely in partnership with parents to be able to meet the individual needs of all children. Staff are developing relationships with the children's support workers from other agencies and settings to ensure they fully supporting children's well-being and learning. Staff are receiving training from the local authority development team to carry out the special educational needs co-ordinator roll in the nursery. This allows them to work through individual educational plans with the other settings and parents to progress the children's learning and development.

Staff have worked with the children to improve the resources that are available. They look at children's interests and have renewed resources because of this evaluation. As a result, children are keen to use the toys and participate in activities. This allows the children to progress with their learning and development. The manager is meeting with parents to find out about their backgrounds. She is then going to use this information to inform the planning. Currently this area is in its infancy, however, staff do take time to teach children other festivals and celebrations from around the world. This teaches the children about the wider world around them.

Staff supervise children well across the nursery both inside and out. Staff teach the children about their own safety when using the new climbing frame in the garden. They remind the children to hold onto the rails as they climb. Staff enhance children's safety further through regular fire drills. This teaches the children what to do in an event of an emergency. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. This further enhances the safety and well-being of the children.

Children enjoy valuable social experiences when eating together. Staff sit and talk to the children about what they are eating and the effect it has on their bodies. For example, staff explain how the salad and the fruit is good for them and helps them to grow. All ages of children are able to butter their own wraps for sandwiches. Staff remind the children

about the amounts they have on their plates, which supports them learning about portion control. When children are eating staff talk to them about the number of plates and cups they have. This supports children's emerging mathematics skills well. During everyday activities, staff do not always fully promote children's independence skills. For example, when children go to the park, staff put on children's coats for them. As a result, staff do not nurture children's self-help skills to progress this area of learning. All staff are consistent in their approach to behaviour management. They all work together to teach the children differences between right and wrong. Staff work with the children to teach them the importance of working together and sharing resources. Given the children's ages and stages of development they behave well.

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

The new manager has been proactive in making significant changes to the nursery. Recent changes to the nursery include detailed observations and planning. She has been working closely with the local authority development team to provide training to the staff. Each week the manager monitors the children's files and talks through with staff what they have been doing with the children. This has improved the practice in the nursery. The manager is fully aware of each child's next step and monitors the planning to make sure staff are meeting these. A named deputy is also in place who is capable of running the nursery in the absence of the manager. The manager is fully aware of her role in meeting the safeguarding and welfare requirements as well as the learning and development requirements.

Staff have a clear understanding of safeguarding policies and procedures. They carry out daily safety checks to make sure the activities and building are safe for the children. The provider carries out the recruitment with the manager. They look at the qualifications of the staff and make sure they carry out reference checks. All staff have Disclosure and Barring Service checks carried out before they start. This allows the provider to make sure that staff are suitable to work with children.

The manager has started to carry out staff supervisions and appraisals. She will look at the staff training needs to enhance how the running of the provision and the quality of the activities that is on offer. The manager has already identified from the meetings that she will be looking to strengthen further the quality of observation and planning for the children. She has also booked training so that all staff has first-aid qualifications. The manager is proactive in making positive changes in the nursery. This is beneficial to the children as they receive good quality teaching, which progresses their learning and development.

Staff work in partnership with other settings that care for the children. They pass on any relevant information to promote the children's learning and development. This provides good continuity of care for the children. The manager has started to liaise with the local schools the children will start to attend. This partnership is in its infancy; however, the manager fully understands the importance of forming this working relationship. The

manager has started to have meetings with all the parents. She talks with them about their views on the nursery and then feeds this information into her development plans. The manager is currently working on improving the newly built garden area for the children and increasing the resources inside for the 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	EY457925
Local authority	Lambeth
Inspection number	984871
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	12
Name of provider	Calvary House Day Nursery Ltd
Date of previous inspection	20/05/2014
Telephone number	02086742111

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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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