

Community Vision Nursery

Community Vision Childrens Centre, Chestnut Grove, London, SE20 8PD

Inspection date	16/12/2014
Previous inspection date	11/08/2011

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

- Staff interact sensitively with children to support learning and to teach new concepts and skills. As a result, children engage enthusiastically and make good progress.
- The key-person system is effective. Key persons know their children well and ensure that their social and emotional needs are well met. As a result, relationships between staff and children are good and this fosters a sense of belonging.
- Staff have a good understanding of safeguarding and know the steps to take in the event of a concern. Consequently, children's safety is promoted.
- There are good partnerships with parents. This means that staff and parents work together effectively to support the children as individuals.

It is not yet outstanding because

- Some groups do not always make the most of opportunities to develop children's independence.

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 viewed the areas of the nursery that children use.
- The inspector observed staff interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children, gathered parents' views, and spoke with staff.
- The inspector carried out a joint observation with the manager.

Inspector

Marvet Gayle

Full report

Information about the setting

Community Vision Nursery was registered in 2006 and is run by Bromley Early Years & Childcare Services. The nursery is situated within the Community Vision Children and Family Centre in Penge, which offers a variety of services for children and their parents. The nursery operates from a self-contained, single-storey premises. It is open from 8am to 6pm Monday to Friday all year round. The nursery serves the local and wider community. Children have access to enclosed outdoor play areas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 72 children aged from six months to five years on roll, some in part-time places. The nursery provides funded early education for children aged two, and for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are 12 members of staff, including two kitchen staff who are unqualified. All staff working with children hold appropriate early years qualifications to level 3 or above. They receive support from the local authority's early years advisor and have links with the adjoining children's centre and several local schools.

What the setting needs to do to improve further

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

- develop children's personal, social and emotional development further by providing them with greater opportunities to develop their independence in some group sessions.

Inspection judgements

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

Staff have a good understanding of how to support children's learning as they choose their own activities. Staff demonstrate, explain and use open questions to encourage children to talk about what they are doing and learning. For example, when a child pretended the tyres were a train, a member of staff supported him sensitively by asking him if where he was going was a long way. As a result, the child talked about how long it would take and helped him to count the number of minutes. This introduces the concept of time. Staff are consistent in planning activities that make the most of children's creative and thinking skills. Staff carry out regular assessments of children's interests and development and use this information to identify children's next steps in learning. These are discussed with other staff members and included in further planned activities. As a result, activities are matched to children's identified learning needs. Staff regularly update this information so that children's strengths and areas for development are continuously identified. This means that additional support can be provided, as needed.

Children in the older age group self-register by finding their own name card and placing it on a chart. This promotes children's literacy skills, as well as independence. Children come together at different times of the day to engage in group activities. This supports children's listening and attention skills and gives them a sense of belonging. Staff also use this time to teach children basic skills, such as singing songs together and listening to stories. During the session, staff provide activities and resources that cover all areas of learning. Children choose the story they want or the song they want to sing and the instruments they want to play while singing. In the pre-school, there is a good range of craft resources that children can access independently. This promotes their creative development. Children use writing tools and write their own name on their painting. They squeeze the paint out themselves, promoting the development of the muscles in their hands in preparation for learning to write. However, children's independence is not consistently promoted. For example, children in the younger age groups are not always given the opportunity to try to put aprons on or serve themselves at meal time. Children thoroughly enjoy the outdoor area. Here, staff support their learning well when children show an interest in walking and balancing on the planks. Staff praise children's efforts and encourage them to try again when they stumble off. This becomes an activity that the children engage in enthusiastically, enhancing their self-esteem and promoting their coordination and balance.

Children are always busy and engaged in activities in the well-organised and resourced environment. Staff provide daily opportunities for children to participate in group activities for short periods of time. This helps children to learn to sit and listen carefully to the staff and is a good preparation for future learning at school.

Staff use a range of systems, such as daily feedback, regular newsletters and notices within the nursery, to keep parents informed about what their children are learning. Parents' involvement in the nursery is welcomed and they attend events such as 'the big breakfast.' where they spend time taking part in their children's activities. This helps them to see what and how the children are learning, and gives them ideas of how they can support their child at home. Parents are well informed about the policies and procedures as staff share these with them prior to their children starting.

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

Children display high levels of self-confidence and move around the nursery happily. They demonstrate through their warm interactions that they have made secure attachments with their key person. Children visit the nursery with their parents before they start. Staff use this opportunity to talk to parents about children's care needs. Parents also complete an 'All about me' form which gives staff information about their child's needs and interests. As a result, staff understand children's individual needs and they settle quickly. Staff are good role models. They are calm and consistent and, as a result, children's behaviour is good. Children learn about different cultures and traditions as they celebrate a range of festivals throughout the year, such as Diwali, Christmas and Chinese New Year. This helps children to develop a positive attitude towards diversity.

Children learn about the importance of healthy eating as they enjoy freshly prepared snacks of fruit and water or milk, and lunch includes fresh salad, which children fully enjoy. Children use the bathroom to wash their hands, as they learn about hygiene and develop healthy habits for the future. Children are developing strong confidence and self-esteem while at the nursery, which means that they are well prepared for school. Staff support children's understanding of keeping themselves safe by reminding them to walk and not run indoors. Children take part in fire drills, as they learn about how to keep safe.

Staff prepare children well for the move to nursery and school. They read stories about going to school, talk to children about the change and explain what will happen. Staff work closely with the schools that children move on to and share information. Consequently, children are emotionally supported as they move between settings.

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

The nursery manager and her staff demonstrate a secure understanding of their responsibilities with regard to safeguarding children. All staff attend regular safeguarding training to update their knowledge and skills. Therefore, they know how to identify the signs of abuse and how to report such concerns within the nursery and to other agencies. Where necessary, the staff work in partnership with other agencies to support vulnerable children and their families. The nursery works closely with the local authority and follows robust safe practice guidelines when recruiting new staff. They interview prospective candidates, check qualifications, take up references and obtain Disclosure and Barring Service checks. This ensures that the necessary checks have been carried out on all staff and that they are suitable to work with children. All staff are aware of the need to inform the manager if there are any changes to their suitability to work with children. As a result, children's welfare is promoted. Staff follow effective practices to keep children safe. Controlled entry to the premises and a signing-in system help to ensure that children's security is maintained appropriately. Mobile phones are not used when the children are present. Staff seek parental permission to take photographs and only use the designated nursery camera. After use, photographs are immediately deleted. All staff have completed paediatric first-aid training. This means that children are treated promptly in the event of an accident.

The manager works alongside the staff on a regular basis and monitors the delivery of the educational programme to ensure children are making good progress in their learning and development. The nursery takes part in the local authority's training programme and has three training days per year. The staff's training and professional development helps to ensure children needs are effectively met. There are regular staff meetings, supervision and annual appraisals for staff. This provides staff with consistent opportunities to reflect on their own practice in terms of teaching and learning, and to identify their training needs in this regard. The manager works closely with the local authority and receives support from them in terms of management and supervision, which enables her to

monitor and ensure good practice is maintained.

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	EY333691
Local authority	Bromley
Inspection number	828227
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	53
Number of children on roll	72
Name of provider	London Borough of Bromley
Date of previous inspection	11/08/2011
Telephone number	0208 6591972

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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