

# New Eltham Day Nursery

699 Sidcup Road, New Eltham, London, SE9 3AQ

<b>Inspection date</b>	05/01/2015
Previous inspection date	17/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The manager and staff have an excellent understanding of how to safeguard and protect children.
- The management are dedicated to monitoring the quality of the provision which supports all children to progress.
- The quality of teaching is consistently very high because staff have expert knowledge of how to promote children's learning through a range of interesting activities.
- Children make very good progress in their learning and development because staff continually extend and enhance their knowledge and skills. Therefore, children are ready for the next steps in their education.
- Parent partnerships are inspirational because staff are dedicated to engaging parents in their children's learning and development.
- Strong key person systems ensure that all children are emotionally secure.

## 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 spoke to staff, children and parents.
- The inspector reviewed documentation including policies, assessment records and qualifications.
- The inspector toured the premises both indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector observed children and staff.

## Inspector

Sama Saheed

## Full report

### Information about the setting

New Eltham Day Nursery opened in 1995. It is one of 78 nurseries run by Asquith Nurseries Limited. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery currently operates from seven rooms in two separate buildings in New Eltham, in the London Borough of Greenwich. The nursery is open from 7am to 6.30pm, 51 weeks of the year. All children share access to enclosed outdoor play areas. There are currently 101 children on roll in the early years age range. The nursery supports children who learn English as an additional language and children with special educational needs and/or disabilities. The nursery receives funding to provide free early years education for children aged two-, three- and four-years old. The nursery employs 26 staff and of these, 16 including the manager, hold appropriate childcare qualifications.

### What the setting needs to do to improve further

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

- further enhance children's independence skills by maximising every opportunity to promote and extend their independence.

### Inspection judgements

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

Staff have an excellent understanding of how children learn and develop. They provide plenty of high quality opportunities and resources which cover all the areas of learning. Children actively create and extend their own play. For example, older children become totally immersed and engaged as they independently explored all things connected to trains. They used the smart-board to watch trains moving and looked at books about trains. The children developed an understanding of mathematical concepts as they compared the shape and size of toy trains. Children confidently lead this activity and work together well to identify trains that they have seen on the smart-board. This supports children to develop an understanding of the world and their communication, mathematical and social skills.

Staff offer the babies a wide range of activities and experiences which are appropriate to their age and stage of development. For example, staff sit in the cosy book corner with babies and give each of them a turn to look into a mirror. Babies smile, play and keenly pay attention, as staff motivate them to play and distract babies that are new to the nursery from crying.

Staff consistently observe, plan and assess for children's learning. Staff work in close

partnership with parents to plan activities that support learning between home and the nursery. For example, staff have created a home learning story which gives parents opportunities to share their observations of their children's learning at home. Staff review children's interests and learning and incorporate these into the weekly planning. Staff effectively track children's progress to ensure that children are making very good progress. This includes children who learn English as an additional language. Staff collect key words in children's home language to display in the rooms. Staff also use 'voice pegs' with messages recorded in home languages from parents. This is comforting for children who learn English as an additional language and supports their personal, social and emotional development as they settle into the nursery. Staff complete and share progress checks with parents, which enables them to be fully involved in their children's learning and development.

Children make excellent progress in creativity, reading and writing because staff promote literacy in the nursery. For example, children select pencils and crayons from the wide range available to them to make marks on paper. They pretend they are letters and post them in a post box they have created. Younger children use big and small movements to make creative marks outside using chalk. Staff encourage parents to borrow books from a bedtime story box available in each room. This promotes literacy between home and the nursery. This also supports children to develop their reading and writing skills for school. Children's independence in play is well supported. However, on minor occasions, staff do not always fully involve children. For example, while bubble painting; staff place the paper over the bubbles to print off the pattern, before they have offered the children an opportunity. Nonetheless, children show their confidence in asking to print off their own patterns, which is then acknowledged and supported by staff. Staff extend children's thinking by asking questions that challenge gendered stereotypes. For example, when children say to each other that they need to choose pink straws because they are girls, staff ask the children if they think that some boys like pink. This promotes diversity in daily practice and demonstrates the outstanding quality of teaching.

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

The key person system is exemplary and works effectively for staff, children and parents. Staff provide children and their parents with books which contain pictures of their new key person, other staff and the environment.. Staff know their key children very well. They build exceptionally positive relationships with children which helps them to be emotionally secure. The key person works closely with parents to identify, support and meet every child's care and learning needs. Staff are consistently very warm, friendly and caring towards the children and babies. For example ,staff sensitively settle new babies into the nursery. They sing lullabies and are close at hand to provide reassurance and cuddles. This helps babies to develop strong bonds with their key-person, which supports their emotional well-being. Children flourish in the well-resourced and environmentally friendly nursery. For example, children work with staff to build and maintain a hotel for insects in the garden. This helps children to understand what constitutes a suitable environment for insects and to appreciate life in the natural environment. The staff have received nationally recognised awards for their commitment to being environmentally friendly.

Children display outstanding behaviour as they wait patiently in line to serve their own meals. They take turns and wait to use resources, because staff teach them how to behave socially. Children interact with each other in a friendly and positive way. This is because staff are excellent role models. Consequently, children develop a sense of respect and care towards each other. Children benefit from a healthy lifestyle as they eat a variety of fresh fruit and vegetables alongside their meals. Staff support children to make healthy choices by talking to them about choosing foods to support a healthy lifestyle. Staff are careful to observe children's food allergies, intolerances and cultural sensitivities. For example children's placemats, plates and cups indicate children's food specifications through colour coding. This means that care practices strongly promote children's well-being.

Staff and children conduct risk assessments to ensure that all aspects of the environment are safe. Children identify risks in the environment using a visual risk checklist. They learn what constitutes a hazard and how to minimise or remove it. This highly effective practice enables children to learn how to be responsible for their own safety. Children take care of their own hygiene as they wash their hands after play, and before and after meal times. This helps to keep children healthy. Children are emotionally prepared for the next stages in their learning because staff work effectively with local school teachers. This means that children are able to meet their teachers prior to moving to school, which helps to develop their confidence.

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

The manager has an exceptional understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Highly effective staff monitoring and training ensure that all staff have a very good knowledge of safeguarding children and know the procedures to follow if they have any concerns about a child's welfare. All staff are familiar with the whistle blowing policy and know how to confidently escalate any concerns anonymously. Recruitment processes are strong and ensure that only people that have been vetted through the Disclosure and Barring Service system can work in the nursery. Internet safety controls ensure that children and staff cannot access unsuitable websites when technology is used for learning and play. These measures ensure that all children are protected and safe. Staff support parents to be safe by giving them access to online guides on how to protect their children as they access digital media at home. This is highly inspirational practice which promotes the important message that safeguarding is everyone's responsibility. All staff have paediatric first-aid certificates which means that all staff can respond to children if they have minor accidents and emergencies.

The management are highly supportive of staff. Regular support and supervisions identify staff training needs. For example, staff have attended training on effective teaching and learning, and how to support children with special educational needs and/or disabilities. This promotes positive outcomes for children by raising staff's practices and confidence in

using planning, observations and assessments to provide consistent learning experiences for all children. The management have a highly effective approach to raising the quality of standards in the nursery. The staff are supported by a regional director who is responsible for contributing to the quality of the provision. She visits regularly and suggests areas for improvement. Summative reports are completed for all children and fed into a tracking system. This enables the manager to analyse the progress of individual and groups of children. The regional director also uses this tracking system to ensure that all children are progressing and the nursery is consistently making quality improvements. The nursery has received a nationally recognised quality mark for their commitment to excellent, quality practice.

Strong relationships with the local authority, parents and external organisations ensure that children with special educational needs and/or disabilities make great progress. For example, the staff work closely with the area special educational needs co-ordinator to support children with speech and language delays. They work together to put in early support plans for children. The manager hosts meetings to support families. Parents are signposted to speech and language drop in centres to help them identify their children's communication and language needs. Parent partnerships are innovative and include the introduction of an achievement tree where parents can post observations of things their children achieve at home. Self-evaluation is fully embedded as staff, parents and children's views inform the self-evaluation process. This includes key improvement plans to keep continually improving 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

<b>Unique reference number</b>	EY286821
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	837524
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	122
<b>Number of children on roll</b>	102
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	17/04/2009
<b>Telephone number</b>	020 8851 7776

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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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