

Mrs Bonds Village Nursery

St Mary Cray Village Hall Annex, High Street, St Mary Cray, Kent, BR5 4AX

Inspection date	13/01/2015
Previous inspection date	16/03/2011

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

- Children choose freely from a wide range of resources both indoors and outdoors. As a result, they are happy and engaged and make good progress in all areas of learning.
- The quality of teaching is good as the leadership and management team effectively monitor staff performance and plan for improvement.
- Safeguarding and risk assessment procedures are thorough and robust. This ensures that children are safe.
- Children's individual needs are met well as there are effective partnerships between the staff, parents and outside agencies.

It is not yet outstanding because

- Staff do not always organise group activities to ensure that they fully enhance younger children's enjoyment and participation.

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 and the quality of teaching.
- The inspector observed children and reviewed their progress records.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents and staff.
- The inspector discussed safeguarding procedures with members of staff and viewed relevant documents.

Inspector

Geetha Ramesh

Full report

Information about the setting

Mrs Bond's Village Nursery registered in 2006. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 87 children on roll in the early years age group. The setting receives funding for the provision of free early education for children aged two, three and four. The nursery supports children with special educational needs and those who speak English as an additional language. It operates from a hall and rooms within community premises on St. Mary Cray High Street in the London Borough of Bromley. Children have access to the main hall, which can be divided to provide two separate rooms, and a small activity room. There is an enclosed area available for outside play. The nursery is open Monday to Friday from 8am to 4pm, term time only. Pre-school sessions are from 9am to 12 noon and 1pm to 4pm. A lunch club operates for the pre-school group. The nursery serves the local community. The nursery employs 17 members of staff to work with the children. More than half of the staff, including the manager, hold early years qualifications at level 2, 3, or 4. The nursery also employs a qualified teacher. The nursery receives support from the local authority and a group of trustees.

What the setting needs to do to improve further

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

- review the organisation of group activities to enhance the younger children's enjoyment and participation.

Inspection judgements

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

Children are happy and engaged as they choose freely from a wide range of resources both indoors and outdoors. Children benefit from a good balance of adult-led and child-initiated activities and staff are deployed well to support children. Staff have a good knowledge of the learning and development requirements. They effectively plan activities using accurate assessment that reflects their secure knowledge of children's achievements and interests. As a result, staff support children's learning in all areas of the curriculum well, which promotes their good progress. Staff share their observations with parents in regular meetings. Parents in turn contribute their ideas towards planning children's next steps for learning, which means they are fully involved in their children's learning. Consequently, children focus well and enjoy their learning experience as activities are tailored to meet their unique and individual needs. Staff liaise well with outside agencies where they identify children are not making sufficient progress. As a result, they seek specialist support for children with additional needs.

Staff promote younger children's learning effectively as they use the progress check at age two to assess children's progress accurately. Children thrive in a good language environment. The manager has completed training on the 'Every Child a Talker' programme and she shares ideas with staff to improve the quality of teaching. This further supports children's communication and language development. Staff effectively model language for younger children and those with additional needs. For example, in the sensory room staff give feedback on what children see and do and this enhances children's learning. Staff use signs and gestures alongside speech and this improves younger children's understanding of language. At story time children learn about the structure of the story, for example, the beginning, middle and end. When a familiar story is read to the children, most of them join in and repeat phrases and copy the actions. However, sometimes younger children sitting at the back of the group do not join in well and therefore, do not always enjoy the activity as much.

Staff work in close partnership with parents to support children who are learning English as an additional language. Staff make a list of common words in children's home language and use these when communicating with them. This helps children to build on their existing knowledge and nurtures their confidence while they learn a new language. Children with severe developmental delays are given one-to-one support by a member of staff. This ensures that their physical and emotional needs are promptly met and their learning is improved in an atmosphere of love and care.

Children develop good coordination and control as they use a range of equipment outdoors and play ball games in a group supported by a member of staff. Staff skilfully extend children's learning by talking about directions as children move in and around climbing equipment. Children's confidence is promoted as staff closely support children in risk-taking, for example, while learning to use scissors. Right-handed and left-handed scissors are available, which considers the individual needs of children strongly.

Children learn to use electronic equipment as they control toy cars with hand held remote controls. They are able to comment on how things work. For example, a child says 'the yellow car is broken. It doesn't have battery?'. This demonstrates that children are developing a good knowledge and understanding of the world around them. Children sing number rhymes and represent numbers with their fingers. Staff skilfully use the opportunity to extend children's learning. They use finger puppets to teach children simple mathematical problems, such as 'one more' or 'one less' than a given number. Children learn about measurements as they independently experiment with weighing scales. For example, a group of children clap and share their experiences when they manage to balance both sides of the scale. This demonstrates that children make a positive contribution to each other's learning experiences while sharing activities.

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

Children form secure emotional attachments with the staff and with each other. Each child has a key-person who works closely with them and their family. The key-person visits children in their home environment before they start at the nursery. Staff work in

partnership with parents to understand children's unique needs. This means staff effectively support children while they settle in at the nursery.

Staff have high expectations of children's behaviour. For example, they clearly set the rules for story time using visual signs. Consequently, children contribute to a positive learning environment by sitting well, looking and listening during group activities. Staff promote positive interactions between children by supporting them in learning to take turns and share resources. This helps children learn to respect the needs of each other. Children show they understand the behaviour expectations effectively as they use these skills well when playing independently without the immediate support of an adult. Staff offer praise to acknowledge good behaviour and this nurtures children's self-esteem strongly.

Staff are effectively deployed all through the day. Therefore, children are safe and opportunities to extend children's learning are not missed. A member of staff continually supervises children in the soft play area, which helps them learn to take risks in a safe supported environment. As a result, children learn to keep themselves safe from harm. The indoor soft play area also means that children can exercise in all weather conditions, which promotes their physical well-being. There are separate areas for children to sleep or rest and staff monitor them regularly to ensure their safety.

Children are healthy as good hygiene practices are followed with respect to food preparation and handling. They know to wash their hands before eating. Children learn about keeping themselves healthy as they have a drink when they need to from their individual labelled water bottles. In addition, they choose from a range of healthy snacks and staff work in partnership with parents to ensure that children's lunches are healthy. This promotes children's good health and well-being securely.

Older children learn about future changes in a positive way as staff read them stories about starting school. Staff invite teachers to visit the children at the nursery. These measures promote children's emotional well-being. In addition, staff visit the schools and share information with the teachers about children's learning, which promotes continuity in children's education.

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

The leadership and management team has a clear understanding of their role in overseeing the educational programmes. They take into account the views of staff and parents in evaluating the quality of the children's learning experiences. The manager does periodic checks on children's learning records to make sure all children are making good progress. Effective systems are in place to monitor staff performance and to drive improvement. Staff views on their own training needs are valued and included in the programme for professional development. The manager makes formal and informal observations of staff practice and she provides feedback to them to improve the quality of teaching. Staff promote consistent practice through taking part in peer-to-peer

observations and sharing good practice during meetings. Staff caring for children with special educational needs and/or disabilities attend specific training courses to enhance their skills. This supports them effectively in meeting children's unique needs.

Management and staff have a clear understanding of safeguarding procedures and know what to do if they have any concerns about a child. The management team follow thorough procedures to check the suitability of staff, which promotes children's safety and welfare. Staff regularly risk assess the premises and equipment so that children are kept safe from harm. Robust procedures for use of cameras and mobile phones protect children. For example, only the nursery camera is used to take photographs and all images are deleted after they have been printed. In addition, staff mobile phones are put in lockers and they do not have access to these when working with the children.

Staff and the management team form strong links with outside agencies and other early years settings. This helps them to work cohesively to support and meet children's individual needs consistently. Staff and the management team promote an inclusive community in which all children and their parents feel valued. They form good partnerships with parents is good and they keep them well-informed about the nursery service through newsletters and their website. In addition, parents and staff share information with each other during informal chats at the beginning and end of the sessions. This helps the manager obtain parental views on the quality of the provision as part of the self-evaluation process. Parents are invited in to play sessions, which enables them to share their child's experiences and observe the activities they take part in. This supports parents to continue their children's learning at home.

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	EY335177
Local authority	Bromley
Inspection number	834786
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	45
Number of children on roll	87
Name of provider	Karen Irene Bond
Date of previous inspection	16/03/2011
Telephone number	01689 896135

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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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