

Precious Jewels Nursery

St. Augustines Church & Church Hall, 16-18 Broadwater Road, LONDON, SW17 0EF

Inspection date	15/01/2015
Previous inspection date	31/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The provider ensures parents are informed about their child's progress and achievements on a regular basis.
- The provider effectively promotes children's behaviour.
- The provider knows how to safeguard children and how to assess risks in the setting to ensure children are kept safe.

It is not yet good because

- The limited range of resources does not provide older children with sufficient challenge, or fully extend their play experiences.
- Staff do not take all opportunities to prepare children for the future by encouraging their independence and self-care skills.
- Self-evaluation arrangements are not fully successful in identifying and prioritising areas for development.

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.

Inspection activities

- The inspector spoke to parents to gain their views.
- The inspector conducted a joint observation with the acting the manager.
- The inspector sampled documentation, including children's records and policies.
- The inspector observed the children as they played.
- The inspector conducted a meeting with the provider.

Inspector

Andrea Ulett

Full report

Information about the setting

Precious Jewels Nursery registered in 2009. It is run by an individual provider and operates from a church hall in Tooting, in the London Borough of Wandsworth. Children have direct access to an enclosed outside play area. The nursery is open each weekday from 7.45am to 6pm for 50 weeks of the year. It is registered on the Early Years Register and there are currently 40 children on roll. The nursery is in receipt of funding to provide free early education for children aged two, three and four years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure a sufficient range of resources is accessible, to extend learning and support suitably challenging play for older children.
- ensure children have consistent opportunities to develop independence in their self-care to prepare them well for the future.

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

- make a better use of self-evaluation to identify priorities for improvement to promote better outcomes for children.

Inspection judgements

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

The quality of teaching is adequate, as children make steady progress across all areas of learning. Children enjoy singing nursery rhymes. They listen with interest, and interact with others, when stories are read aloud by staff. The effective use of questions by staff promotes children's communication and language skills, and extends their vocabulary. Children enjoy creative activities, both indoors and outdoors. Staff support children adequately by sitting at their level and staying close by. For example, children make cards using glue and a variety of sequins. Staff support them at the table and provide choices and opportunities to explore different media and materials by themselves. Resources are presented at a low level for children to independently use and play with. However, the nursery does not provide a sufficiently varied range of resources to ensure children are suitably challenged in preparation for school. Resources are mundane and are not always appropriate for older children. As a result, during the inspection, older children moved quickly from one activity to another as resources did not extend their learning suitably.

Younger children enjoyed activities, with the support of staff sitting with them and engaging in activities.

Staff establish children's starting points by gaining information from parents when children first start. This assists the key person in knowing how to meet the needs of their key children appropriately. Staff observe all children regularly to ensure they make progress, which is recorded in their individual folders. Staff track children against the early learning goals to identify any gaps in learning. The nursery has positive parent partnerships. Parents are kept informed of children's progress through daily verbal communication and parents evenings. The nursery also holds regular coffee mornings for parents.

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

The nursery has adequate systems to safeguard children suitably. Staff are vigilant in ensuring the safety and well-being of children are maintained. For example, staff carry out risk assessments before going in the garden and when they take children out in the local community. Staff ensure parents sign children in and out daily. Visitors are also informed to sign in and out when they enter the nursery. Staff are consistent in the messages they send to children regarding safe and appropriate behaviour. They get down to children's levels to clearly explain why some behaviour is not wanted. Children are well behaved and understand what they can, and cannot, do within their daily routines. Staff develop positive relationships with children to ensure they feel safe and secure. For example, children share their achievements with their key person and seek comfort from them when they become upset. As a result, children have secure attachments to staff.

Children are happy and form positive relationships with others. Staff help children to develop awareness of the importance of adopting healthy lifestyles. They teach them about hygiene practices, such as washing their hands before eating. The nursery provides nutritious meals and snacks throughout the day. Staff sit with children at the table and support them throughout. However, staff do not provide many opportunities for children to develop self-awareness and independence in their self-care. For example, during the inspection, staff served children's meals and drinks for them while children sat at the table. This means that children did not have opportunities to develop these useful skills or to begin to take responsibility for meeting their own needs. This does not support them to develop practical skills to help prepare them for their move to school.

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

The provider has systems to monitor the quality of teaching but these are not currently fully effective due to the high level of staff changes. The provider monitors children's progress to evaluate how staff are meeting children's learning and development. She does this by talking to staff during meetings and individual supervisions. The provider undertakes some evaluation of the strengths and areas for development of her provision, and receives support from the local authority advisors. However, self-evaluation is not

robust enough to identify weaknesses in relation to resources and promoting children's independence.

The nursery's safeguarding policies and procedures are in line with current guidelines and reflect the guidance of the local safeguarding board. Consequently, staff can adequately ensure the safety and well-being of children. The provider maintains documentation appropriately. All required records are securely stored and easily available for inspection. There is evidence of staff's suitability to work with children and the register of attendance is appropriately maintained by all staff.

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	EY397068
Local authority	Wandsworth
Inspection number	830771
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	50
Name of provider	Joy Anderson
Date of previous inspection	31/05/2011
Telephone number	07980570903

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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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Store St
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M1 2WD

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