

# Russell Hill Road Day Nursery

45 Russell Hill Road, Purley, Surrey, CR8 2LD



## Inspection date

5 August 2015

Previous inspection date

27 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff provide an exciting and stimulating indoor and outdoor learning environment for children. They increase their independence and confidence as they make choices in their play and develop skills that prepare them well for their move to school.
- Children thrive because they are happy and enjoy playing together. Staff consistently interact with children, supporting them within their play and learning which enables them to feel emotionally secure and form close bonds.
- Managers are strongly committed to continuous improvement. They maintain a clear overview of the tracking systems to assess children's development so any gaps in children's learning are identified and addressed quickly. Targeted interventions are put in place promptly to close these gaps, so that every child makes good progress.
- Parents are very well informed about all aspects of their children's care and learning. They describe the nursery as 'fantastic' and particularly like the range of interesting outings children regularly go on, such as visits to Box Hill and to the zoo.
- The nursery works well with external agencies to support children who may require additional help and offers a very inclusive setting.

### It is not yet outstanding because:

- Information gained from parents when children first start does not always provide sufficient information to enable staff to plan for children's future learning at the outset.
- The lead practitioner for safeguarding has undertaken child protection training and clearly understands her responsibilities to protect children from harm; however, her training has not included specific guidance about local safeguarding procedures.

## What the setting needs to do to improve further

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

- extend the information gathered from parents about children's learning and development on entry to further enrich the planning process from the outset
- provide the lead practitioner for safeguarding with further training opportunities to enhance their knowledge of local child protection procedures and guidance for safeguarding children.

### Inspection activities

- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector took account of the views of children, staff and parents spoken with on the day of inspection.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held a meeting with the covering manager and deputy manager.
- The inspector looked at a sample children's assessment records, planning documentation, evidence of suitability of staff, the nursery's self-evaluation form and a range of other documentation.

### Inspector

Laura Brewer

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Teaching effectively promotes children's learning. Staff use accurate observations to assess children's development and identify their next steps for learning. Skilful planning helps children to develop their imagination and understanding of the world as they play in the role play travel agents, set up outdoors. They are able to find their own passport that they have made and talk about where they have been on holiday and where they would like to go. Resources are readily available to help children extend their learning, such as finding the appropriate flag for the country they would like to travel to. The 'Beyond the Garden Fence' area provides a wealth of opportunities for children to enjoy the natural environment, care for animals and develop creatively. Children enjoy playing co-operatively together and engage well with staff during their play. Older children confidently find their names when they self-register on arrival and are able to write their names or form recognisable letters. Staff place a strong emphasis on developing children's love for books through the exceptionally resourced library and book-lending scheme which enables parents to continue with developing their children's enjoyment of books at home.

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

Children are happy and confident to explore their environment. Babies develop close relationships with their key persons and show wonder and interest as they play with a range of sensory materials such as shaving foam which inspires their curiosity. Children have many opportunities to develop their physical skills. They use the outdoor play area daily where they develop skills to climb and balance and babies show delight as they play in the soft play area. Children behave well and are encouraged to respect each other. Older children talk to their peers about sharing resources and show increased patience as they wait for their turn to use popular resources. Children have many opportunities to learn skills which will support their transition to schools, such as serving their own meals and drinks. Staff have built secure partnerships with parents and value the contributions that parents make. For example, parents come into the setting to talk to children about the celebration of Diwali, which develops children's understanding of wider communities.

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

Leaders and managers effectively promote the requirements of the Early Years Foundation Stage. They have a very good understanding of their responsibilities to help children develop to their full potential. There is a strong focus on staff performance management. Regular monitoring and peer reviews help staff to develop within their roles and there is a clear commitment for staff to develop their qualifications. Staff have a secure understanding of how to keep children safe and know what to do if they have concerns about a child's safety or welfare. The setting is continually looking at ways in which they can make improvements and ensure the resources available to children are of a high quality. Self-evaluation is effective and successfully takes into consideration the views of parents and children.

## Setting details

<b>Unique reference number</b>	EY446987
<b>Local authority</b>	Croydon
<b>Inspection number</b>	1022990
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	56
<b>Number of children on roll</b>	88
<b>Name of provider</b>	Natalie Anne Salawa
<b>Date of previous inspection</b>	27 November 2012
<b>Telephone number</b>	0208 660 8669

Russell Hill Road Nursery registered in 2012 and is one of two nurseries owned by an individual provider. It operates from a converted detached house in a residential road in Purley. The nursery is open from 7am to 7pm, Monday to Saturday all year round and also offers an overnight service. The nursery is registered on the Early Years Register. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives funding to provide free early education for children aged two, three and four years. There are 12 staff who work at the setting as well as a cook. The majority of staff hold appropriate early years qualifications. The manager holds a degree in childcare and education.

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