

Vista Field Nursery

Vista Field Childrens Centre, Middle Park Avenue, London, SE9 5SD



Inspection date	16 October 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers evaluate the quality of the provision effectively, to improve practice. They ensure that there is a suitable person available to provide good support and advice for staff at all times, including when the nursery manager may be working at another site.
- Partnerships are extremely effective. Staff maintain strong links with local schools that children move on to. They work very well with other professionals to get children the help that they need. The needs of children and their families are met well.
- Staff help children to develop good communication and language skills. They skilfully implement effective strategies to provide additional support for children who are not progressing as expected in this area of learning. This contributes to the good progress that all children make, given their starting points.
- Staff provide regular opportunities for children to use natural materials during their play and help them to explore their natural environment. Children develop a growing understanding of how to keep themselves healthy and safe as they enjoy taking part in activities outdoors.

It is not yet outstanding because:

- Systems for monitoring the learning of different groups of children are not as effective in identifying progress as the good monitoring of individual children's learning.
- Pre-school children have inconsistent opportunities to develop their early writing and mark-making skills.

What the setting needs to do to improve further

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

- refine the systems used to monitor children's learning so that the progress made by different groups of children, and the impact of interventions to support their learning, can be more clearly identified
- extend the opportunities provided for older children to write or make marks for different purposes.

Inspection activities

- The inspector reviewed documents, including learning records for children, staff documentation and systems for monitoring groups of children.
- The inspector jointly observed and discussed a children's activity with the manager.
- The inspector assessed the quality of interactions between staff and children, and the impact of these on children's learning.
- Discussions were held with staff at appropriate times.
- The inspector considered the views of parents during the inspection visit.

Inspector

Kareen Anne Jacobs

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff complete training to increase their knowledge about the potential risks to children and how to keep them safe. They know whom to report to if they have concerns. The nursery manager is also responsible for another setting, which is located close by. Leaders and managers work together well and provide good, consistent support and guidance for all staff. They meet regularly with staff to discuss their professional development and enhance the quality of teaching. Leaders work very effectively with other agencies, for example, when implementing programmes to support children's good health. Children's moves to school are well planned and information is shared well. For example, good systems are in place to help teachers better understand children's learning and development needs before they start school.

Quality of teaching, learning and assessment is good

Staff receive a high level of support from the special educational needs coordinator when children are at risk of falling behind in their learning. They take prompt action to address potential gaps in learning, with the involvement of parents. The lead practitioner uses her good knowledge of local services well. She pursues additional help for children and seeks the advice of outside agencies when necessary. Assessment of children's progress is accurate and regularly shared with parents, to keep them informed. Staff support children's mathematical development successfully. For example, they teach children about quantities as they cut bananas in half and ask questions to encourage them to work out how many pieces they have.

Personal development, behaviour and welfare are good

Staff help children to develop good social skills, such as when they eat and speak with them at mealtimes. Staff help children to understand how to maintain good health. For example, they discuss the need to have clean hands before eating during an outdoor learning session. Children negotiate, share and take turns as they pretend to cook food during role play. Staff provide opportunities for children to learn how to look after themselves and understand risks, for example, as children roll their bodies down grassy slopes. Staff are sensitive to children's individual needs. For example, they cuddle and offer comfort to children who are unwell and agree flexible settling-in routines. This contributes to children's good levels of emotional well-being.

Outcomes for children are good

Children learn how to behave well. Older babies learn good social skills as they eat meals with pre-school children. Toddlers increase in stamina and develop their large muscles as they climb up hills. Pre-school children use their imaginations as they construct and wear 'crowns'. They develop a positive sense of themselves and speak about their achievements after looking in mirrors. Toddlers develop good self-care skills. For example, they serve themselves fruit using spoons. Children who are less able to communicate begin to make choices, such as what song they would like to sing. All children, including those who need additional support, are well prepared for their next stages in learning and for their moves on to school.

Setting details

Unique reference number	EY488131
Local authority	Greenwich
Inspection number	1013430
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	52
Number of children on roll	43
Name of registered person	Greenwich Leisure Limited
Registered person unique reference number	RP900835
Date of previous inspection	Not applicable
Telephone number	020 8859 1110

Vista Field Nursery registered in 2015 and is part of the Greenwich Leisure Ltd organisation. The nursery is open Monday to Friday from 8am to 6pm all year. The nursery receives funding for the provision of free early education for children aged two, three and four years. Nine staff work directly with the children, including a qualified teacher. Seven staff hold relevant qualifications at level 3 or above and one holds a qualification at level 2.

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