

# New Vision Day Nursery

126 Holburne Road, Greenwich, London SE3 8HT



<b>Inspection date</b>	20 November 2018
Previous inspection date	20 February 2018

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The manager does not evaluate the quality of provision sufficiently well. She does not have good enough arrangements in place to make sure staff remain suitable to fulfil the requirements of their roles.
- The manager does not check that staff consistently take account of the needs of all children. Children have few opportunities to recognise or use the language they hear at home and activities sometimes lack challenge.
- The manager does not effectively monitor the progress made by different groups of children. This hinders her ability to assess the impact of strategies being implemented by staff.

### It has the following strengths

- The manager and staff provide a flexible service and welcome children and families with diverse needs and backgrounds. Parents and carers value the support that they receive.
- Children show that they enjoy attending the nursery. They settle quickly and build good relationships with staff and each other.
- Staff make good use of available space and ensure that children take part in active play during wet weather. This contributes to children's good health and physical development.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement effective systems to ensure that the ongoing suitability of staff is regularly reviewed	20/12/2018
provide opportunities for children to recognise or use the languages that are most familiar to them during their play and learning	20/12/2018
improve the effectiveness of supervision, coaching and support for staff, so that activities that consistently take account of children's individual needs are planned and implemented.	20/12/2018

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

- increase opportunities for children to use their critical-thinking skills and solve problems
- enhance the monitoring of children's learning, so that the progress made by different groups of children is more easily identified.

### Inspection activities

- The inspector observed the activities provided and the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The inspector jointly observed and discussed a children's activity with the deputy manager.
- The inspector reviewed documents, including children's learning records, documentation for staff and policies.
- The inspector spoke with staff and considered the views of parents and carers during the inspection visit.

### Inspector

Kareen Jacobs

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. The manager and her staff understand the potential risks posed to children and know how to report concerns if they arise. Although the manager practises safe recruitment methods, she has not implemented a system for checking the ongoing suitability of staff. The manager does not provide staff with support that is fully effective in improving their teaching skills and outcomes for children. For example, she does not help staff to provide sufficient opportunities for children to use their critical-thinking skills. The manager seeks the views of parents and other professionals to help make improvements. For example, staff have made changes to snack time to reduce the amount of time children wait during daily routines.

### Quality of teaching, learning and assessment requires improvement

Staff encourage children to count as they use their fingers to make marks with paint. They share stories with children and link sounds with letters as they help children to write their names. This helps children to develop their early literacy skills. The special educational needs coordinator monitors the individual learning of children with identified support needs. She implements strategies suggested by external professionals to help to close potential gaps in their learning. However, staff do not closely consider how to support children who speak or hear another language at home or plan learning opportunities for children that provide sufficient challenge throughout the day. This does not fully support children to develop their communication and language skills or make the progress they are capable of.

### Personal development, behaviour and welfare require improvement

Children show that they feel safe and secure. They behave and play together well. Staff support them to take turns and wait, such as when sharing resources at the sand tray. Children demonstrate their independence as they take off and put on their shoes and clear their table after eating. Staff praise and encourage children as they work together cooperatively to link magnetic shapes. This helps to build children's confidence and self-esteem. However, opportunities for children to value the languages they speak are inconsistent. Staff who care for babies complete training to deepen their understanding of how very young children think and learn. This has helped them to make improvements to the learning environment in the baby room.

### Outcomes for children require improvement

Children learn the basic skills that they need for their next stages in learning. Pre-school children use their imaginations and develop an understanding of technology as they pretend to shop and use tills. Children develop the small hand muscles they need for early writing, such as when they use tools and manipulate dough. Children have few opportunities to solve problems for themselves. Some children, such as those who speak another language at home and those in need of more challenge, do not make the progress they are capable of.

## Setting details

<b>Unique reference number</b>	EY484506
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10080399
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	New Vision Day Nursery Ltd
<b>Registered person unique reference number</b>	RP529439
<b>Date of previous inspection</b>	20 February 2018
<b>Telephone number</b>	0208 331 1505

New Vision Day Nursery registered in 2015. It is located in the Shooters Hill area of the Royal Borough of Greenwich. The nursery is open each weekday from 8am to 6pm throughout the year. There are seven members of staff, including the deputy manager who holds qualified teacher status. Two staff hold qualifications at level 5; two staff, including the manager, hold qualifications at level 3; and a further two staff hold qualifications at level 2. The nursery also employs a cook. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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