

# New Vision Day Nursery

126 Holburne Road, Greenwich, London SE3 8HT



<b>Inspection date</b>	5 July 2019
Previous inspection date	20 November 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- Managers have high aspirations for ongoing development and have worked hard to meet the actions set at the previous inspection.
- Children are encouraged to become independent. They cut up fruit for themselves and their friends at snack time. They self-serve their lunch and prepare their own tea.
- Staff provide a family-centred settling-in procedure which is focused around the child and the family's needs. Managers are very flexible and allow families to take as much time as they need to settle their children into the setting, which has enabled strong attachments to develop between the child and their key person.
- Staff work with families of children who speak English as an additional language to put programmes in place to support them with their communication. For example, a bank of key words, such as sit down, toilet and water, is put together in various languages in order for staff to communicate with children in their first language throughout the day.
- Staff have started to use a new online assessment tool which has helped to identify gaps in the learning of individuals and groups of children. Staff then target their teaching and resources to these specific areas.
- Staff work closely with professionals and families to plan targeted support for children with special educational needs and/or disabilities (SEND).
- Recent changes to the planning process mean that, overall, children receive good teaching and adult interaction. However, at times, staff are not always clear about the learning that they expect from an activity.
- Staff do not always make the most of opportunities for babies to explore and investigate natural materials indoors to further extend their sensory experiences in play and develop their imagination.

## What the setting needs to do to improve further

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

- develop planning further, so staff are clearer about the learning objective of each activity, in order to focus their teaching and interactions more effectively during activities and children's play
- increase opportunities for babies to explore more natural resources, to further extend their sensory experiences in play and develop their imagination.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector spoke to parents on the day of inspection and took account of their views.
- The inspector observed children as they were engaged in a variety of activities both indoors and out, and assessed the impact that this had on children's learning.
- The inspector spoke to the manager, the deputy manager, staff and children at appropriate times throughout the day.
- The inspector observed an activity with the manager and discussed children's learning and development.
- The inspector looked at a range of relevant documentation, such as children's records, policies and procedures and evidence of the suitability of staff to work with children.

**Inspector**  
Keiley Pedro

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff are aware of the possible signs and symptoms of abuse and neglect and are confident about the action that they need to take if they have a concern about a child. Robust recruitment procedures are in place to ensure that staff are suitable to work with children. Managers work with children regularly. They give staff lots of support through modelling, coaching and mentoring to improve their practice. The programme of professional development is effective and staff are given opportunities to develop themselves professionally. Managers are reflective in their practice and their self-evaluation successfully identifies the setting's strengths and areas for development. They have put action plans into place to develop identified areas.

### Quality of teaching, learning and assessment is good

Staff assess children's progress regularly and they use this assessment, children's interests and information from families to plan for their next steps. Managers accurately identify children with SEND and work closely with parents to provide the necessary support for children. Managers use this information to provide staff with the training needed to equip them to work effectively with children with SEND. Children enjoy developing mathematical, communication and early literacy skills through exploring storybooks and retelling stories. For example, they explore wild animals in a tray of soil and create their own wild adventure story. They make marks with decorators' paintbrushes and buckets of water in the garden. They count money as they serve their customers in their role-play shop in the garden and they enjoy singing number rhymes at carpet time.

### Personal development, behaviour and welfare are good

Children have a welcoming, stimulating environment both indoors and out. They are keen learners who listen attentively to adults and their friends. In the garden, for example, a child started to play an African drum and as each friend came over they organised themselves with an instrument until, finally, they had organised a whole band. Children's behaviour is good. They know what is expected of them and staff consistently remind them of the rules. Children are taught the language of feelings and how to manage them and their behaviour. Staff working with babies are nurturing and attentive. They are highly responsive to their needs and, as a result, babies are comfortable and secure. Staff work closely with schools to share information to support children's smooth transitions.

### Outcomes for children are good

All children make good progress, particularly those whose starting points are lower than their expected age. This includes those with SEND and those learning to speak English as an additional language. They develop the skills required for the next stage in their learning and their eventual move to school. Children focus well on activities that interest them. Babies concentrate as they explore cold custard with their hands and carefully hold on to an adult as they attempt to walk. Older children cut fruit to be served at snack time and talk about sharing with their friends.

## Setting details

<b>Unique reference number</b>	EY484506
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10087041
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	25
<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 November 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 six members of staff working with the children. The deputy manager holds qualified teacher status, one staff member holds a qualification at level 6 and one staff member at level 5. All other staff are qualified at level 2 or above. 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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