

Inspection of Community Vision Nursery

Community Vision Childrens Centre, Chestnut Grove, London SE20 8PD

Inspection date: 9 October 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Staff help children to develop positive attitudes to their learning. Children are supported to be highly independent and confident learners.

The curriculum for children is suitably challenging. Staff build on what children know and can do. Babies grasp large spoons ready to mix ingredients during cooking activities. They develop handling skills that staff have previously modelled for them. In the outdoor mud kitchen, older children skilfully use a range of real kitchen utensils and equipment that staff provide. Children actively develop their knowledge gained through the previous cooking and scientific, technological, environmental and mathematical experiences that staff have introduced them to.

Babies are happy, calm and settled. Relationships with staff are warm and trusting. Staff give babies space and time to explore and respond. This fosters a sense of self and well-being. Routines are flexible. For example, staff are sensitive to individual needs, such as teething.

Children develop good social and communicative skills. For example, older children take turns to pour water into the water-wheel structure and observe what happens together. Younger children happily play alongside each other as they comb and brush their doll's hair. Relationships between children and staff are warm and trusting. Children's behaviour is good.

What does the early years setting do well and what does it need to do better?

- Leaders evaluate the strengths and weaknesses of the nursery. Steps to improve practice through a comprehensive programme of training and events are successful, overall.
- There is a culture of strong teamworking. Staff share an in-depth understanding of children's individual backgrounds, interests and development with each other. This has a positive impact on the quality of teaching.
- Parental partnerships are highly effective. Leaders and staff give high priority to helping parents to understand the curriculum through regular consultation. Parents understand the importance of a consistent approach and appreciate the excellent guidance that staff share about supporting toileting and early reading at home.
- Staff are knowledgeable about the needs of all children, including children with special educational needs and/or disabilities (SEND). Specific training for staff in this area is having a positive impact on children's achievements. Staff understand the importance of early identification and work closely with external professionals. Staff assess and plan how to meet the needs of all children with precision. Children make good progress from their starting points.

- Children learn self-help skills. For example, babies attempt to wipe their own noses and wash their hands when prompted by staff. Staff encourage older children to serve themselves vegetables at lunchtime and scrape their leftovers away when finished. Children enjoy eating healthy foods. However, when two-year-old children wake up from sleeping, staff overly focus on tidying up and are not always fully attentive to the emotional well-being of some children.
- Staff support language for the younger children effectively. Staff name objects, share books and repeat words and phrases for babies, who happily respond with gestures, sounds and words. Older children speak in full sentences and use new words they have learned through stories that staff share with them. Although staff support communication, there are occasions when they do not help older children to hold more in-depth conversations to raise their achievements further.
- Staff help children to develop important physical skills. For example, babies feed themselves and enjoy pressing the lids firmly onto their beakers after staff model what to do. They develop core strength as they stand to play at activities that have been thoughtfully arranged. Staff provide two-year-old children with well-planned activities to improve their fine motor skills. For example, children carefully brush their doll's hair and practise a tripod grasp as they hold paintbrushes. Older children display good physical skills as they balance confidently along planks that staff have made available outdoors.
- Children of all ages enjoy sharing books and listening to stories that staff read to them. Babies enjoy listening to rhymes with puppets and join in.
- Staff help children to gain a deep understanding of number. Children develop their counting skills. For example, they learn to count with one-to-one correspondence as staff guide them to touch each number on the fence carefully.
- Staff take children on regular trips and visits around the local community and provide them with rich opportunities to find out about the world. Staff give children opportunities to explore their imaginative skills as they act out the journey to and from a recent visit to a place of worship. Children explore topics relating to the natural world and use new and relevant vocabulary that has been taught. For example, they use the word 'recycling' as they talk about how to help the environment.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the possible signs and indicators to look out for and understand what to do if they have a concern about a child. Staff are confident to act on sensitive information that may come to their attention. Staff understand the designated safeguarding lead's role to make referrals and to follow concerns through. Staff know about a wide range of safeguarding matters and are vigilant about monitoring and following up any absences in children's attendance. Leaders monitor other aspects of safeguarding and welfare. For example, records of accidents are carefully checked, and appropriate steps are taken to address any issues.

What does the setting need to do to improve?

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

- improve routines further following sleep time to ensure that staff are increasingly sensitive to the needs of the two-year-olds as they wake up
- explore ways to extend the conversational skills of the older children.

Setting details

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| Unique reference number | EY333691 |
| Local authority | Bromley |
| Inspection number | 10305047 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 45 |
| Number of children on roll | 50 |
| Name of registered person | London Borough of Bromley |
| Registered person unique reference number | RP526953 |
| Telephone number | 0208 6591972 |
| Date of previous inspection | 9 February 2018 |

Information about this early years setting

Community Vision Nursery registered in 2006. It is situated in the London Borough of Bromley. The nursery opens Monday to Friday, from 8am to 6pm, all year round. The nursery receives funding for free early education for two-, three- and four-year-old children. There are 18 members of staff, including the manager. Of these, 15 hold appropriate early years qualifications. Two members of staff hold a degree. The provider also employs a cook.

Information about this inspection

Inspector

Jenny Griffiths

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out joint observations of practice with the manager.
- Leaders conducted a learning walk with the inspector and explained how the curriculum is developed.
- Staff talked to the inspector about how they support children with SEND.
- The inspector observed the quality of interactions between children and staff.
- A leadership and management interview took place with the manager and the nominated person's representative.
- The inspector spoke to parents and took their views into account.
- Staff talked to the inspector about their key children and discussed their understanding of safeguarding and welfare matters.

We carried out this inspection 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.

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