

Nurture SW20

20 Pepys Road, LONDON, SW20 8PF

Inspection date

Previous inspection date

26/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- The nursery provides a home from home environment where children's emotional well-being is well supported throughout the nursery.
- Staff are positive role models. Behaviour is managed in a positive way; therefore children are well behaved and learn good social skills.
- Children benefit from a good balance of adult led and independent learning which engages and encourages them develop their skills.
- Management is motivated and leads a competent staff team who have high expectations for children's care and learning.

It is not yet outstanding because

- Systems to enable children to prepare for their move to school are in the early stages.
- Self-evaluation is developing well, although parents' written contributions, such as questionnaires, need to be fully incorporated.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in play rooms and outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, special needs co-ordinator, staff and key persons.
- The inspector looked at various documents including policies and procedures, and children's assessments records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sangeeta Gardiner

Full report

Information about the setting

Nurture SW20 is one of two privately owned day care settings. It is part of Nurture Day Nurseries Ltd. and registered in August 2013. It operates from a two storey Victorian house. The nursery is located in a residential area within three minutes walk from a major train station. The provision consists of four nursery rooms and children also have access to a fully enclosed garden. Two mini gardens are available for the toddler and pre-school rooms. The nursery opens Monday to Friday and provides an all year round service with the exception of bank holidays. Sessions run from 8am to 6.30pm with the offer of an early drop off from 7.30am. The nursery caters for a maximum of 63 children and currently there are 21 children attending the setting. The nursery provides funded early education for three-year-olds. It supports children with special educational needs and/or disabilities and for those whom English is an additional language. The provision employs eight members of staff all of whom hold appropriate childcare qualifications. The nursery manager has a degree in Early Years. The nursery also employs a qualified teacher and a member of staff who has a degree in teaching. A cook is also employed for food preparation. The nursery has made good links with local businesses. It also works closely with the nearby children's centre and receives support from the local early years advisor. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

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

- develop a range of opportunities and activities to enhance children's readiness for school

- strengthen opportunities for parents and carers to contribute to the provision's self-evaluation.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are warm and welcoming and each room is well laid out in order to provide a stimulating and interesting environment. The quality of teaching is good because staff fully understand how children learn and therefore children make good progress. Staff are well deployed and the high ratios enable children to have plenty of one to one attention. Children are happy and settled and key people and other staff know the children well enough to support their individual needs.

The educational programme has depth and breadth across all areas of learning. Staff

provide interesting and challenging experiences that meet the needs of the children. For example, younger children are encouraged to practise climbing, balancing and sliding. This enables them to build their confidence in developing their physical skills. They learn about numbers as staff count the number of steps on the climbing frame. They encourage older children to estimate how many knives, forks and spoons are needed at lunch time. As a result they develop and improve their skills in counting and quantity. Children are encouraged to pour sand, post shapes into a shape sorter and complete puzzles. As a consequence they develop their fine motor and coordination skills. Children demonstrate that they have secure relationships with the staff. Adults interact warmly with children as they share their ideas at meal times and whilst participating in activities such as looking at books.

Staff provide good opportunities to practise their early writing skills for an early age. For example, they make marks using a variety of creative media. Children enjoy exploring textures in the sand and foam and engage in drawing using chalk and crayons. Older children are confident talkers and are extremely happy to share their thoughts and ideas with others. For example, staff encourage communication and imagination as children use wooden bricks to design and build a bicycle shop. The staff ask open ended questions and promote problem solving. For example, they ask questions, such as 'What can we do if there is not enough room for all the bicycles?' and 'How can we fit that one in?'

Children have access to a computer which they use to create their own drawings, play educational games and watch video clips of subjects they are studying. Children play outside daily. They enjoy becoming involved in activities such as making mud pies, riding bicycles and investigating objects that float in the water tray. Staff make good use of the nursery's location and they regularly organise visits to places like the garden centre and coffee shop. This enables children to gain an understanding of the wider world.

There is a good balance between adult-led and child-initiated activities which are very flexible and responsive to the children's needs. All the planning is individual to the children and takes into account their interests and stages of development. Detailed information is provided by parents before children attend the nursery. This supports the settling in process. Observation, assessments and planning is well organised and information gathered reflects that children are making good progress in their learning and development. Staff have made good links with other early years providers that the child may attend. This enables them to further support learning. Progress checks for children aged between two and three years are completed and shared with health visitors and parents.

Staff enable older children to be part of the planning process. They have good opportunities to reflect on activities they have participated in and discuss ideas to add to planning for the next day.

Staff enable children with additional needs to be fully included and make good progress. The special needs co-ordinator works closely with parents, the local authority inclusion advisor, children's centre, and outside professionals to support children. Individual educational plans are written and activities are offered to support the children. This has a positive impact on their progress.

Parents and carers are provided with good information about the nursery including the Early Years Foundation Stage. Parent notice boards provide useful information on what children can do at home to support children's learning. The nursery has an open door policy and parents are kept well informed about their children's welfare and development through daily discussions. Parent evenings are arranged to discuss children's developmental progress. Parents and carers are encouraged to share their children's achievements at home. These processes enable parents and carers to know what their children are doing, their progress and how they can be involved.

The contribution of the early years provision to the well-being of children

Staff provide good levels of support and children are very happy and settled. For example, children new to the nursery visit regularly with their parents before their first day of attendance. This helps them feel comfortable and separate happily in familiar surroundings.

Staff use praise and encouragement regularly and consistently. This approach promotes children's self-esteem as they become confident in the nursery environment. There is a well established key person system with a second key person who takes responsibility if a member of staff is absent. Parents say that children are given lots of 'cuddles and affection' by the staff and that the staff know the children and families extremely well.

Staff are vigilant about children's safety and supervision and keep a close eye on them as they play and rest. Regular risk assessments on the premises ensure that the nursery environment is safe. Rooms and resources are clean and hygienic and the toys are age appropriate. The nursery has a homely atmosphere with low level furniture which is flexible to meet the needs of the children. Display boards are at child-height in order for children to look at and add to their own work. The outdoor areas provide children with opportunities to benefit from regular fresh air and exercise. Individual sleep and rest patterns are followed and children use their own sleep mats and blankets as they relax to soothing music.

Effective procedures are in place to promote good health and well-being. The nursery provides nutritious meals which are freshly prepared on the premises and staff encourage children to taste new food. Children are encouraged to help themselves to their own food at lunchtime, developing their independence and self-care skills. Staff promote healthy eating at home and provide recipes for parents to trial. Children are offered drinks throughout the day in order to ensure that they are never thirsty.

Behaviour is very good in all the rooms and staff are positive role models. Children are reminded about safety rules. Staff remind them 'Don't forget we don't take toys on the climbing equipment' and 'We need to walk inside'. They are encouraged to take turns and share and say 'please' and 'thank you'. Older children have made up their own set of behaviour rules which are displayed in the classroom. The nursery has a set of behaviour policies and procedures and staff are able to offer parents advice and support on

behaviour management.

Staff encourage children to gain an understanding of diversity within their community. This is done through providing resources and books from different cultures and sharing festivals such as Chinese New Year. Parents, grandparents and staff are encouraged to share their culture, food and language. This offers children a wealth of experiences in order to gain a strong sense of identity.

Staff provide good support for children and they feel safe and emotionally secure when they move between rooms and they settle in quickly. Older children are learning the skills to help them prepare for school. However, opportunities and activities to enhance children's readiness, such as visits to schools, or stories and activities based on starting school are not fully embedded.

The effectiveness of the leadership and management of the early years provision

Leadership and management are strong and staff are dedicated and work well together as a team. They have a good knowledge of the requirements of Early Years Foundation Stage and ensure that this is implemented effectively. All staff attend safeguarding training and they have a clear understanding of the steps to take in the event of a concern about a child. Comprehensive policies and procedures are in place and these are regularly discussed, understood and updated by staff. Robust and rigorous systems are in place to check that all staff are suitable to work with children. A record is kept of all visitors to the premises and a monitored intruder system further ensures the safety of the children. The proprietor conducts thorough health and safety checks once a month. The manager and staff carry out daily risk assessments so children play and learn in safety.

All staff hold an early years qualification and some hold higher level early years qualifications. This supports their good understanding of how children learn. The manager observes staff's childcare practice on a regular basis and uses this information to devise personal development plans for the staff. This enables them to stay up to date with current practice and further enhance their skills. Staff have attended a wide range of courses and the knowledge gained on training is shared with the whole team to enhance the provision. Regular staff and management meetings enable staff to share ideas and give their feedback on the provision.

The management team have clear aims for the provision and a commitment to continually improve the nursery for the benefit of the children who attend. They meet monthly to evaluate the provision and strive to develop their practice and facilities. For example, they have recently introduced new resources and activities into the outdoor area. This enhances children's opportunities for fresh air and promotes play for those who learn best outside. There are plans to introduce French, grow their own fruit and vegetables and implement a staff incentive scheme to reward good practice.

The nursery has links with the early years advisor and local authority inclusion officer. They also work with families in the local community and offer their facilities for activities

such as stay and play sessions and baby massage.

Parents state that they are very happy with the care and learning opportunities that their children receive. They say that their children have settled in well and have made good progress since starting. Parents praise the happy personal atmosphere and say that you can tell that staff 'actually care'. Parents are fully informed about all aspects of the nursery through regular informal discussions and the use of newsletters and notice boards. Staff welcome parents and carers into the nursery and are happy to discuss any concerns or give feedback on their children's development or well-being. Parents are able to contact the nursery through an e-mail system which is also monitored out-of-hours. Regular open days are organised for prospective parents and the local community to come and view the nursery. Regular social events are also arranged for parents to participate in and the nursery has organised a 'Dad's Club' where fathers meet and engage in activities and outings. Although parents are able to make their views known through verbal feedback, there are no additional opportunities for them to be involved in the self-evaluation process, for example through the use of parent questionnaires.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY465089
Local authority	Merton
Inspection number	932143
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	63
Number of children on roll	21
Name of provider	Nurture Day Nurseries Ltd
Date of previous inspection	not applicable
Telephone number	07980746073

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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