

Plumstead Day Nursery

Inspection report for early years provision

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Inspector Jeannette Waring

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Plumstead Day Nursery was registered in July 2009 and began operating mid September 2009. The Nursery is owned and managed by 4Children (Trading) Ltd and operates from a self-contained, purpose built unit within the Plumstead Children's Centre building. The centre is located in Purrett Road, Plumstead in the London Borough of Greenwich and serves families from the local community. The nursery comprises three base rooms with associated bathroom/changing facilities, a securely enclosed outdoor playspace, an office, a laundry room and a staff room. A sensory room is also in the process of being set up.

The nursery is registered to care for a maximum of 49 children in the early years age group, of whom no more than 12 may be under the age of two years. There are currently 60 children on roll who attend for a variety of sessions. The nursery employs 11 staff who work directly with the children, including the manager who is super-numerary. Of these, 10 hold a full and relevant childcare qualification and there is one trainee who is studying for her NVQ2. The nursery also employs a cook to prepare nursery meals, and the building is cleaned by a contract cleaners.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The enthusiastic and friendly staff team at Plumstead Day Nursery care for children within a warm and welcoming environment. Children's safety is given a high priority, for example, all staff have a clear understanding of safeguarding procedures and detailed risk assessments ensure children are safe within the setting. Nursery staff are developing good partnerships with parents and with other agencies which promotes continuity of care for children. There is a strong commitment to ongoing improvement at the nursery but the systems to prioritise key areas for improvement are not yet fully effective.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- develop the observation and planning system so that the 'next steps', identified in the assessments, are taken forward into planning to enable all children to make good progress in their learning and development (Educational programmes) 12/03/2010

To further improve the early years provision the registered person should:

- ensure that all staff develop knowledge of how to explain boundaries, rules and limits to children so that they can develop an understanding of why rules

- exist and so begin to learn to distinguish right from wrong
- ensure that the key person system is stabilised so that all children have the opportunity to form secure attachments to a main carer and are able to feel safe and secure within the setting
- develop the self evaluation process so that areas for improvement can be clearly prioritised in order to further improve outcomes for children

The effectiveness of leadership and management of the early years provision

A clear and detailed set of policies and procedures underpin the work of the nursery and provide staff with a clear reference tool. All records required for the effective and safe management of the setting are in place and maintained to a good standard. Procedures for ensuring children's safety are good. There are clear systems in place to ensure that all staff are vetted and, until clearance is received, there are good arrangements in place to supervise new staff. Detailed risk assessments are carried out and daily premises checks ensure that any hazards are identified and minimised quickly. These measures enable children to develop confidence and independence as they move around the secure nursery environment.

The management team at this newly opened nursery are working hard to ensure that the arrangements for the key-person system are effective for all children. However, as some staff have recently moved rooms, to make the best use of their skills within the nursery, it is taking a little time for this to become fully operational. As a result of this change to their key-person, some children are a little unsettled.

Staff and children at the nursery fully reflect the diverse local community, and all families are made welcome. Staff demonstrate a commitment to inclusion and are developing strategies to ensure that all children are valued and supported. For example, the newly appointed special educational needs co-ordinator (senco) is being supported by the company's lead senco to identify and support children with additional needs. She is also booked to attend specialist training so that she will be able to take this role forward to improve outcomes for children.

Strong partnerships with parents are being fostered. A 'To and Fro' contact book is used which keeps parents informed about their child's day and enables them to add comments or pass information back to nursery. Parents report that staff routinely tell them about their children's achievements. There are also plans for a more formal parents evening early in the new year. Parents are invited to take part in nursery events, for example, they are invited to the Christmas party and to join children for a Christmas dinner at the end of term. In addition, parents are able to get involved in nursery projects such as a project to create a beach in the outdoor area.

Both management and staff demonstrate a strong commitment to making continuous improvements at the nursery. Already some areas for improvement have been identified, such as developing the outdoor play area and refining the

observation and planning systems. However, the manager has only been in post for three weeks and is currently developing systems to monitor day to day practice and, as yet, these are not rigorous enough to identify and prioritise all areas for improvement.

The quality and standards of the early years provision and outcomes for children

Children are generally happy and are beginning to settle in and learn the nursery routines. They enjoy playing with the activities on offer and children in the toddler and pre-school room benefit from the free-flow play between the indoor and outdoor environments. Staff are kind and caring and are getting to know the children in their care. However, because this is a new setting, some staff have been moved between rooms to make the best use of their skills and this has, to some extent, undermined the key-person approach that the nursery is developing. As a result, some children are a little unsettled.

The staff team demonstrate a sound grasp of the Early Years Foundation Stage (EYFS) and plan a range of activities across all six areas of learning. They are beginning to work with the nursery's observation and planning systems, and they make meaningful observations of children at play. In some instances, individual records also identify children's next steps in learning. However, this information is not routinely carried over into the daily activity plans in order to ensure that all children make good progress in their learning and development.

Activities are age appropriate and children generally play purposefully with them. Children particularly enjoy the free access to art activities and some spend considerable time experimenting with the paints. For example, they enjoy mixing colours together or painting their hands and printing with them. The free-flow play between indoors and outside, which is provided for a considerable part of each day in the toddler and pre-school rooms, ensures that children have good opportunities for spontaneous vigorous exercise. This helps to promote their health and well-being. However, currently the planning for outdoor play is limited so the play is generally recreational and any learning largely incidental. Not all of the nursery resources have been delivered and this impacts on children's learning in some areas. For example, there is no comfortable book corner in the pre-school room, so children have access to only a small range of books stored in a basket. As a result, children do not routinely select and browse books for themselves. However, children do enjoy group story times when they listen attentively to stories and are eager to ask and answer questions.

Children's behaviour is generally acceptable and staff often remind children if they are behaving inappropriately. Staff are calm and patient and present good role models for children, however, sometimes they are not consistent when setting boundaries or explaining and reinforcing reasons for rules to children. As a result, children do not always understand the impact their actions have. For example, some children want to use the bathroom to wash their hands and their brushes after art activities instead of using the low level troughs in the play rooms and staff do not redirect children giving clear explanations. As a result, the bathroom basins

and doors become messy.

Healthy and nutritious meals and snacks are provided by the nursery cook, and children routinely help themselves to water throughout the day as they learn to recognise that they are thirsty. Good hygiene procedures are followed across the nursery, ensuring that children are protected from the risk of cross-infection. Children are developing their independence as they move around the safe nursery environment. They are developing confidence as they access toys for themselves and as they move between inside and outside or take themselves to the toilet. They are also learning how to stay safe, for example, the regular fire drills help them to understand how to behave in an emergency.

The nursery is developing strategies for supporting children who have additional needs and the newly appointed senco is enthusiastically embracing her role. The atmosphere at the nursery is warm and welcoming, staff welcome parents into the rooms and some parents spend time playing alongside their children at the start or end of the day. The nursery team work together to provide an inclusive environment where differences are valued, this promotes a sense of belonging where staff, parents and children all feel comfortable.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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