

Plumstead Day Nursery

Plumstead Children's Centre, Purrett Road, London, SE18 1JW

Inspection date	28/09/2012
Previous inspection date	10/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children have a positive relationship with adults who have high expectations for each child and a good awareness of their learning and development on starting the nursery. As a result, children make good progress, which generally prepares them well for school
- Planning, observation and assessment arrangements are good. Staff successfully incorporate children's individual needs and interests into the planning system, so every child finds something to interest them
- Children are happy, excited and eager to learn owing to the interesting experiences provided by staff. They show good levels of independence, curiosity and imagination and they have good relationships with each other
- There is a high degree of trust and appreciation from both parents and staff of help given in accessing special help and support where it is needed.

It is not yet outstanding because

- Although children generally acquire good communication skills, there is some inconsistency across the staff team in the quality of teaching techniques to promote children's widening vocabularies. This over-sight is particularly so for children with language delay.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector and manager undertook a joint observation of a teaching activity
- The inspector observed children both indoors and out and talk to member of each group room, the manager and area manager
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records
- The inspector spoke to children and parents
- The inspector discussed the work of the links between the children's centre, reviewed its website and read reports from local authority advisers.

Inspector

Marvet Gayle

Full Report

Information about the setting

Plumstead Day Nursery registered with Ofsted in September 2009. The nursery operates in a purpose built, self-contained unit within the Plumstead Children's Centre. The nursery is owned and managed by 4Children (Trading) Ltd. It is situated in Purrett Road and within walking distance of schools and shops in Plumstead, in the London Borough of Greenwich.

The nursery is open from 8am to 6pm and serves the local community. Children aged three and four years receive funding for early education. The nursery has started to receive funding for two-year-olds. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. All children share access to an extensive secure garden with area for 'forest school'. The nursery comprises three base rooms with associated bathroom/changing facilities, an office, a laundry room and a staff room. Children may also use some facilities in the children's centre.

The nursery employs 21 staff who work directly with the children; there is also a manager who is supernumerary. Of these, 13 staff hold a relevant level 3 qualification and five hold similar qualifications at level 2. There are three trainees who are studying for their level 2. There are two members of staff who hold qualifications at level 6. The nursery employs a chef to prepare nursery meals, and the building is cleaned by contracted cleaners.

What the setting needs to do to improve further

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

- develop the staff team's ability to support children's language development by helping children to build their vocabulary by extending the range of their experiences and modeling building sentences by repeating what the child says and adding another word.

Inspection judgements

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

The nursery staff deliver the learning and development requirements effectively through a range of materials and resources that provide children with extensive and exciting play and learning opportunities. Planning, observations and assessment arrangements work well. Planning successfully incorporates children's individual needs and interests; for example, each morning the children over two years are asked what they would like to play with and staff incorporate their choices into the activity plan.

Children's individual records provide a rich narrative of children's progress. Staff link these to guidance books in order to track progress across the educational programmes offered. Overall, children are making good progress towards the early learning goals given their capabilities and starting points. Staff provide a good range of resources, posters and play equipment that reflects cultural diversity and, additionally, children learn about the wider world through daily routines and planned celebrations that include Christmas, Diwali, Bonfire Night, and Easter. Additional celebrations and events include Black History and children's birthdays, allowing staff to further promote children's feelings of self-worth and

engage them in activities that interest them, so they are well motivated to learn.

Children are happy, settled and self-motivated in the nursery environment as they are provided with a good balance of self-chosen spontaneous play and adult-initiated activities. These planned experiences successfully capture children's interests and imaginations. As a result, children are inquisitive and curious about the nursery environment, attitudes that will be useful for their future lives.

Staff are consistently purposeful and instructive when with the children. They prompt older ones to think, for example, during discussions around food in the shopping list game. As a result, staff consolidate children's learning through shared activities. Staff in the 'baby room' ensure they are at the children's eye level at all times by sitting on the floor, so enabling them to pick up on babies' efforts at communication, to which they respond well. Babies and young children enjoy using 'treasure baskets' that staff stock with interesting objects, so enticing them to explore and experiment with the contents, which include natural materials. Across the nursery, from the babies to the oldest children, all are inquisitive, independent learners as a result of the play experiences offered by staff. This helps older children gain good self-help skills.

All children are making good progress overall across all required areas of learning, however, teaching techniques are not consistent across the staff team. Not all staff build children's language skills as well as possible. For example, for children with language delay it is particularly important to extend children's vocabularies by the addition of an extra word when repeating speech back to them, which sometimes staff forget to do. Staff help children make progress in literacy, such as by providing a good selection of books that delight them all. Staff plan numbers, space, shapes and measurement experiences successfully as an integral part of children's learning in daily routines, so all children learn about early mathematics. Overall, such experiences help children gain good skills for their eventual move to school.

Children enjoy exploring the brilliant 'forest school' facility which staff have linked to their outdoor play area, providing a very exciting and wonderful play space. Children explore energetically as they run up the hill and down again, stepping on and off low wooden logs. They search for insects and bugs, learning about the natural world well through these well planned and thought through experiences. Staff encourage playing with mud, digging for worms and careful observation of slugs under magnifying glasses. Again, the experiences staff provide will provide children with positive attitudes and dispositions for learning when they enter full time education

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

Staff form good relationships with children. The successful 'key person' system means that each child and family has someone who is special to them. Staff that care for the younger ones form close attachments with them as they are careful and attentive in meeting their individual needs. They play 'peek-a-boo' with babies and give cuddles when needed. A good settling in process helps all children feel secure. Older children's participation and

personal contributions are praised and encouraged by staff, promoting their confidence and emotional development well. Staff also ensure that children are closely supervised at all times, for example, during mealtimes, when sleeping or when playing in the garden. This vigilance adds to children's sense of security so they are happy in the nursery.

Children's behaviour is good as they reflect the staff's considerate, polite and caring approach to them. Staff consistently and patiently remind children of the rules, for example, to share with others and wait for their turn. Staff also offer lots of praise, acknowledgement and encouragement to support and motivate the children.

Children being safe and healthy lifestyles are promoted well by staff, as these are integral practices within the nursery. Older children manage their personal hygiene during the daily routines. Staff also talk with children about taking 'safe' risks when playing in the garden. Children gain extremely good attitudes to being outdoors in the fresh air, owing to their 'forest school' experiences. Such attitudes will be of value in their future lives. All children wear appropriate clothing when playing outside, for example, Wellington boots and heavy winter coats during the colder months and sun block when playing outside in the summer. Children practise regular fire drills with the staff and staff continually remind and explain to them how to be safe. For example, when using outdoor physical play equipment or when walking around the indoor play space.

There is a good nappy-changing procedure for babies and young children and staff ensure that they are sensitive with them. Meals and snacks are fresh, healthy and nutritious as the food is prepared on site. Staff have a good system in place to support children with any particular dietary needs. This procedure includes obtaining all the required information from parents, writing detailed care plans and regularly reviewing them. Children's health and well-being is very well promoted.

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

The leadership and management of the nursery have good understanding of safeguarding requirements and practice. They make sure effective, robust recruitment and vetting procedures are in place. Criminal record bureau checks are undertaken and staff references followed up to check that all adults working with the children are suitable to do so. Children are safeguarded effectively, as all staff know the procedures to follow in the event of a safeguarding concern, as all staff attend safeguarding training. Staff have a very good understanding of 'safe working' practices. This knowledge includes the storage of mobile phones, good nappy-changing procedures and adhering to the nursery safeguarding policy. Risk assessment procedures are implemented by the staff. There are clear procedures in place for the arrival and departure of children to and from the nursery. Very good systems are in place for the checking and maintenance of equipment and resources, further minimising risks to children.

There are good systems in place to support children's moves to new rooms in the nursery. For example, one member of staff from the Jelly Babies room has moved to the Jelly Tots

room with the children who have changed room. This system helps ensure that all children across the age range have continuity of care, are settled, calm and effectively looked after. The nursery is an inclusive environment as reasonable adjustments are made to support children with any additional requirements, and children with additional needs are provided with the additional support required to enable good progress. The managers and staff are extremely committed towards providing high quality early years care and play experiences. They use their self evaluation form to reflect carefully on staff practice to implement change when identified. The staff team is very passionate about their work. There is strong team morale and they are a very caring and supportive team. There are regular team meetings and appraisals. These meetings not only ensure that communications are very effective but also that staff have a very good understanding of their role and receive any training they need.

Partnership work with both parents and outside agencies are good. The nursery promotes extensive open dialogue with parents as they endeavour to support children's and family's needs. There is strong verbal and written communication between parents and staff, as staff are attentive to parents' requests and concerns. The noticeboard and regular newsletters further update parents about nursery events. Parent evenings provide further opportunities for useful communication.

There are established procedures for settling new children into the nursery, including settle-in visits, ensuring transition is successful for both children and families. Parents' complimentary comments include 'a great nursery'; 'I feel listened to and feel very confident and assured with the quality of teaching and care my child is having'. Good systems are in place with others delivering the Early Years Foundation Stage to ensure moves between settings are effective and continuity of care is promoted.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY392715
Local authority	Greenwich
Inspection number	816005
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	49
Number of children on roll	79
Name of provider	4 Children
Date of previous inspection	10/12/2009
Telephone number	02083176960

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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 that are usually their 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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